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ABSTRACT

Volume 2 of the Wisconsin placement project has intensively analyzed survey data. Users and providers of placement services in the select counties of Grant, Winnebago, and Racine were surveyed regarding barriers and facilitations in securing educational/occupational placement. User respondents included 825 current high school seniors from 13 representative public high schools and two private schools, a random sampling of 595 former high school seniors (57-64% return), a representative group of 907 current vocational and technical institute students, and a random sampling of 410 former vocational-technical institute students (46% return). A total of 224 placement providers, representing a 47% return, also were surveyed. Areas receiving emphasis at the high school level were: increased opportunities for career planning/counseling, specific occupational preparation, more information on local job openings and occupational projections, and greater use of the referral service. Training, counseling, and information also were desired by the vocational-technical respondents. Providers suggested virtually no placement assistance was available from school personnel for out-of-school youth. A detailed analysis is included of the variable effects of sex, academic standing, race, age, class size, postsecondary activities, and marital status. Appendixes contain supplementary information and copies of the five questionnaires. (E1)

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S u r v e y A n d A n a l y s i s
o f

**CAREER
PLACEMENT
ACTIVITIES**

VOLUME II
COORDINATED COMPREHENSIVE PLACEMENT SYSTEM

U. S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION

UNIVERSITY OF WISCONSIN-MADISON

SURVEY AND ANALYSIS OF CAREER PLACEMENT ACTIVITIES

VOLUME II OF A RESEARCH PROJECT
TO DEVELOP A COORDINATED
COMPREHENSIVE PLACEMENT SYSTEM

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PREFACE

The Survey and Analysis of Career Placement Activities is a report of placement services in select Wisconsin communities. This volume represents Phase II of the development of a Coordinated Comprehensive Placement System. The survey covers the services available, those being utilized and needed as expressed by the users and providers of placement services. This research effort was accomplished to provide a data base for model development which is Phase III of the project.

In this volume the opinions, ideas and observations of both users and providers are compared to determine the level of agreement. The data has been computerized and treated statistically to provide a sound basis for decision-making. Both current and former students as well as adults were surveyed to obtain a broad base of information from which to build a flexible multi-purpose placement system.

The survey covers three different population centers including 15 high schools, three technical institutes, and the organizations and agencies serving these rural to urban centers. A number of people were interviewed essentially to develop a number of sample case histories that portray the actual situations presented by the persons being served.

The knowledge gained from both the review and synthesis of the job placement literature and the survey and analysis of career placement activities will serve as the foundation for building the placement model for a coordinated comprehensive placement system.

Roger Lambert
Associate Director
Center for Studies in Vocational
and Technical Education

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We wish to acknowledge the help received from the Wisconsin Survey Research Laboratory, especially Charles Palit, Diana Bott, and David Mackie, who developed the sampling plan, programmed the computer and processed the data.

Public and private high school staffs, Vocational, Technical, and Adult Education district personnel, Job Service-Wisconsin and many, many others in the Grant, Racine and Winnebago county areas helped to identify the sources of users and providers of placement services. The staffs and students at the schools of Oka City, Platteville, Bloomington, Wauzeka, Racine (Horlick, Park, and Case), Racine Lutheran, Racine St. Catherine, Union Grove, Burlington, Oshkosh (North and West), Winneconne, Menasha, and the Vocational, Technical and Adult Education districts of Fox Valley, Gateway, and Southwest Wisconsin were particularly helpful. These same people made it possible for us to obtain our data. Also, we wish to thank all those in these same schools and agencies who completed questionnaires or participated in the case history development.

The project Advisory Committee and Jury of Experts were actively involved in the design of the survey instruments and analyzing of the findings.

The school districts of Franklin High School, West Bend High Schools, Racine High Schools, and the Gateway Technical Institute, were involved in designing a model placement system for their schools as a related activity designed to assist in this project. Those individuals have been a tremendous help in the analysis of the survey data.

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PART I
INTRODUCTION

This "Survey and Analysis of Career Placement Activities" is Volume II of a research project designed to develop a coordinated comprehensive career placement system designed to meet the needs of students and adults with varying educational backgrounds. This volume contains the analysis of data obtained from diverse groups that received placement services and provided such services. An extensive literature search, focused on the historical precedents surrounding the provision of career placement services and the current status of placement activities, was presented in Volume I. The literature search and the data analyses contained in this report have formed the cornerstones for the development of models for the delivery of coordinated and comprehensive placement services.

The study developed as a result of a meeting for individuals responsible for the delivery of vocational education in Wisconsin. On Monday, December 10, 1973, a meeting was held at the Wisconsin Board of Vocational, Technical and Adult Education offices which included the RCU Director as well as other State Board staff, the Director of the Bureau of Career and Manpower Development of the Department of Public Instruction, a representative of the University of Wisconsin-Stout Center for Vocational, Technical and Adult Education, and a representative of the University of Wisconsin-Madison Center for Studies in Vocational and Technical Education. The participants reviewed the priorities for research and recommended that the University of Wisconsin-Madison develop a research proposal in the area of placement.¹ This research priority was consistent with the 1974 recommendation of the Vocational Education Committee of the Wisconsin Association of School District Administrators. In addition, the committee urged the creation of employment services for students and graduates in Wisconsin's secondary schools.²

Interest in career guidance and placement has been renewed in recent years. Increased occupational diversification and the expansion of educational options as well as the numerous interrelationships between the educational and occupational realms have complicated the career guidance process. Youth unemployment has increased for several years and many of the educational investments of students have not been predicated on occupational realities (National Advisory Council on Vocational Education, 1972). These observations have been made despite increased opportunities for occupational training through vocational education. Skills can be acquired through various vocational programs, and subsequently individuals are not confined to low level entry jobs. There has also been a growing tendency among schools to accept the career education framework as a unifying principle for education. Through career education a "systematic attempt [is made] to increase the career options available to individuals

¹Minutes - Committee on Vocational Education Research, Wisconsin Board of Vocational, Technical and Adult Education office, December 10, 1973), Doyle Beyl reporting.

²Wisconsin Association of School District Administrators Vocational Committee Recommendations, (Wisconsin Association of School District Administrators Vocational Committee, May 14, 1973), page 1.

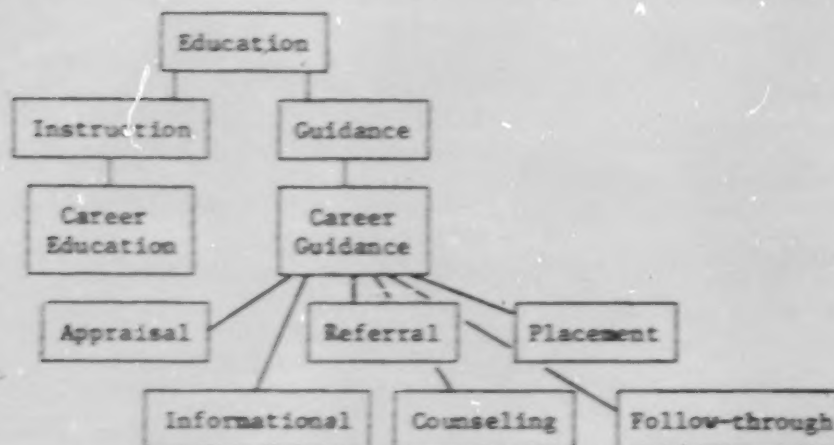
and to facilitate more rational and valid career planning and preparation" (Goldhammer & Taylor, 1972, p. 6). Career education including vocational education provides opportunities for an increase in the occupational preparation of youth. In order that this preparation be translated into employment realities, improved career guidance services become a necessity. Consequently, the placement function of the guidance process has received particular emphasis.

Theoretical Perspective

The model presented in Figure 1 was used as the theoretical framework for the various aspects of the study.

Figure 1

THEORETICAL FRAMEWORK FOR THE DEVELOPMENT OF A COORDINATED AND COMPREHENSIVE PLACEMENT MODEL



In this framework education is defined as all learning situations designed to lead to, or enhance, the performance of socially-acceptable adult roles. Guidance is the particular aspect of the education process through which an individual learns to relate his personal characteristics to his environmental options. In this context, education and guidance are not confined to the classroom, but rather include all environmental experiences which lead to the performance of adult roles.

Similarly career guidance is also provided through numerous channels. As Goldhammer (1972) has noted, one of the adult roles in which one is expected to participate is that of "a producer of goods or a renderer of services." To that end, career guidance is that component of the guidance process designed to help an individual relate his personal characteristics and goals to educational and occupational options. Career guidance is predicated on the assumption of career development as a lifelong process in which the educational and occupational realms continually interact. Educational and vocational guidance are not separate entities, but rather co-contributors to career guidance and, as such, decisions in one realm are considered in terms of their implications in the other. Career

guidance as a process involves various services, including appraisal, information, counseling, referral, placement and follow-through services.

Although this study examined numerous components of the career guidance process, special attention was directed toward the placement component. As Meil (1974) has noted, job placement is the "keystone of career development, ... the fusing element that is necessary if career development is to be effective." Through job placement the student translates knowledge into functional reality. Consistent with the framework of the present study, the terms "job placement" and "educational placement" needed to be supplanted by the generic term "career placement." Career placement was defined as the orderly process of transition from one educational or training activity to the next desired level of job preparation or procurement or other socially-acceptable alternative.

Study Objectives

Presumably a career placement system should be comprehensive in terms of the career guidance services provided, and coordinated in terms of the many agencies which are involved in providing the services. Correspondingly, existing placement and related student services for graduates of high schools and post-secondary vocational programs were assumed to be characterized by a lack of comprehensiveness and coordination. To test this assumption the first goal of the study was to survey existing career placement delivery systems, both as they exist and as they are needed for students and adults. Specifically the objectives of this first goal were:

1. To identify the present level of placement and related guidance activities or services provided to or desired by the user (students and adults).
2. To identify the present level of involvement that the various agencies have in placement and the related guidance functions as perceived by the agencies involved in placement.
3. To identify the present level of placement and related guidance activities or services provided by or aspired to as perceived by the agencies involved in placement.
4. To identify new services or activities of placement which are not currently provided by the agencies but which may be of benefit to the user.
5. To identify existing or new agencies which may provide existing or new placement services or activities as part of the placement program.
6. To identify the costs associated with providing or using placement and related guidance services as perceived by the users and the agencies.

Research Questions

The study was also designed to answer the following research questions related to career placement activities:

1. Do the subject variables of sex, age, race, educational achievements, training record, and employment record affect the delivery of placement services?
2. Do the community variables of population density, school size, and the availability of further educational or occupational opportunities affect the delivery of placement services?
3. What agencies or individuals are the most helpful in the educational and occupational placement of students and adults?
4. What placement services or activities are the most helpful to which groups of students and adults in accomplishing their educational and vocational objectives?
5. What barriers do students and adults encounter in attempting to enter educational institutions or in securing employment?
6. What differences, if any, exist in the importance attached to the various placement-related activities and services by providers, users, and agency or institution policymakers?
7. Who is perceived as responsible for educational and vocational placement?

PART II METHODOLOGY

The population targeted for the establishment of a survey data base included (1) users of placement services and (2) providers of placement services. Users were defined as those persons who:

- (a) were currently seniors in high school, or
- (b) were currently enrolled in Vocational, Technical and Adult Education schools, or
- (c) were enrolled as high school seniors in September 1972, or
- (d) were enrolled in Vocational, Technical and Adult Education degree or diploma programs in September 1972.

Providers were defined as those persons who directly provide placement services to students and adults. Those for whom placement is an integral part of their professional role were designated as formal placement providers. This included high school and VTAIE school guidance and counseling personnel, public employment service counselors, private employment agency personnel, rehabilitation counselors, community action program counselors, apprenticeship councils, etc. In addition, informal placement providers were also to be included. This list would include any teachers, ministers, parents, or other persons who provide placement services although not legally or institutionally mandated to provide them. The users and providers were to be canvassed through use of a questionnaire approach.

Selection of Counties

In order that the users and providers to be sampled would be representative of diverse population groups, the decision was made to include both a predominantly rural county and a more urbanized county. Furthermore, the format dictated that each of the counties selected should offer opportunities for post-secondary education both at the vocational-technical level and at the university level. Ease of accessibility to the counties by the research staff located in Madison, Wisconsin was also a consideration. Based on these factors, two counties were selected: Grant County, in southwestern Wisconsin and Winnebago County in the central part of the state. These counties were viewed as typifying the conditions which exist in many counties throughout the Midwest.

Grant County lies in the southwestern corner of Wisconsin on the border of the Mississippi River. Although Grant County is a predominately rural county and only "lightly industrialized," opportunities in the manufacturing area can be found by the residents in neighboring Dubuque, Iowa. Grant County is among the richest farming counties in Wisconsin and farming-related occupations are pursued by approximately 20 percent of the labor force. The actual number of farms, however, has been following the nationwide decline (Department of Business Development, 1974). Post-secondary educational opportunities are available in Grant County through the University of Wisconsin campus at Platteville and the Southwest Wisconsin Vocational-Technical Institute in Fennimore. The Wisconsin State Employment Service also maintains two local offices in Grant County--in Platteville and Lancaster.

Winnebago County lies in central Wisconsin and in many ways typifies the counties in the northern two-thirds of the state. Its population is overwhelmingly white (99.5 percent) and the small minority population (0.5 percent) is predominantly classified as Native American Indian. The distribution of family incomes closely parallels that of the state; in fact, there is less than a \$100 difference between the median family income of Winnebago County residents and that of the state in general. The Department of Business Development (1974) has observed that Winnebago County is largely dependent on its manufacturing industries for employment. Over 36 percent of the residents of Winnebago County as well as many of the residents of surrounding counties are employed in the industrial complex of the Fox River Valley. These industries are concentrated for the most part in the cities of Oshkosh, Neenah, and Menasha where over 70 percent of the county's residents make their homes. The two largest industries, Kimberly Clark Corporation and American Can Company (both of Neenah, Wisconsin) employed approximately 6,000 workers in 1970.

There are numerous opportunities for post-secondary education in and around Winnebago County. The University of Wisconsin maintains a 4-year campus as well as some opportunities for graduate work at Oshkosh. Oshkosh is also the home of one of the campuses of Fox Valley Technical Institute. The other campus is in nearby Appleton, across the northern border of Winnebago County. Three private colleges are also located in close proximity to Winnebago County. These are Ripon College in Ripon, Lawrence College in Appleton, and Marian College in Fond du Lac. Both the Wisconsin State Employment Service and the Division of Vocational Rehabilitation maintain offices in Oshkosh as well.

Due to the small representation of nonwhites in the populations of each of these counties (less than one percent), it was decided that a third county should also be included which would have a greater nonwhite population base. Racine County, in southeastern Wisconsin, was selected.

Racine County lies between the two large urban centers of Milwaukee and Chicago. It is one of the most industrialized and urbanized counties in Wisconsin--the population density in Racine at 507 persons per square mile is over six times greater than the state average. The city of Racine contains over 55 percent of the county's total population. Racine County is also the home county for eight percent of the black population in Wisconsin. Only Milwaukee County with 83 percent of the black population has a larger concentration of this minority group.

Post-secondary educational opportunities are available in Racine County and the surrounding area. The University of Wisconsin operates a 4-year campus in nearby Milwaukee and Waukesha counties. Racine County residents also have several private colleges within easy commuting distance. Aside from the many colleges in Milwaukee, there is Carthage College in Kenosha. Gateway Technical Institute also maintains a campus in Racine. Public service agencies are easily accessible to the residents of Racine County, with both the Wisconsin State Employment Service and the Division of Vocational Rehabilitation having local offices in Racine.

A more detailed description of each of the three selected counties is available in Appendix A. For the interested reader, these descriptions include employment and educational patterns as well as a description of the activities of the Job Service (formerly, Wisconsin State Employment Service) and the Division of Vocational Rehabilitation in each county.

Sampling Procedures

Current and former high school seniors. Selection of high schools within each county was made suitable to the nature of the county. For each school, only the size of the twelfth grade senior class was used as a criteria for selection. For each county, a large (more than 350 seniors), medium (150-349 seniors), and small (less than 150 seniors) classification was used for selection. In addition, a rural school was chosen in each county because its location was far from any large metropolitan area. The assumption underlying this decision was that rural schools (i.e. rural communities) have less placement opportunities and services compared to urban schools or communities. From a list of high school twelfth grade enrollments provided by the Wisconsin Department of Public Instruction, 13 high schools were selected in the following manner:

<u>First Order</u>	<u>Second Order</u>	<u>Third Order</u>
county delimitation (Racine, Grant, Winnebago)	size of senior class (large, medium, small)	rural location (for one school)

Selecting schools in this way was to produce a representative sampling of the senior class students within the counties related to the placement opportunities and potentials available. Additionally, two private parochial schools in Racine County were also incorporated in the sample. The private schools were also sampled to increase the representativeness of the high school sample.

A random sampling method was used to select seniors of the class of 1972-1973, the formerly enrolled seniors surveyed. Proportion intervals based upon the relative size of the school's twelfth grade enrollment (large, medium, small) were used to determine the number of students from each school to be surveyed. Names of the formerly enrolled seniors were selected from the list of the entire twelfth grade school roster through a random sampling procedure. Because nonwhite students were assumed to have greater difficulty in placement, a larger proportion of seniors (smaller interval) were used for Washington Park High School in Racine in an attempt to survey more nonwhite seniors.

Table 1 on the next page shows the high schools participating in each of the counties, the total number of seniors (1972-73) in each school, the sample interval and the number of seniors selected for the survey questionnaire. The number of students actually surveyed (those who returned their mailed questionnaire) and the corresponding percentage of the selected seniors are shown in the last columns.

Currently enrolled high school seniors, of the class of 1974-75, were selected by a different method. Each high school had classes or homeroom periods in which a cross section of the senior class was equally distributed. Classes such as college preparatory English were not used because of their selective student characteristics. Only classes in which every senior had an equal probability of being a member were utilized. In most schools these "classes" were the homerooms.

For each school a list of senior homerooms (or the other selected classes) was prepared. From the list, a sample of the homerooms was randomly selected. On the assumption that approximately 25 seniors would be present in each homeroom, one, two, or three homerooms were selected to

Table 1
SELECTION GUIDE AND NUMBER OF RESPONDENTS OF
FORMER HIGH SCHOOL SENIORS (1972-73)

High School	Number of Seniors	Sample Interval	Number of Seniors Selected	Respondent Sample Size (returns)	Respondent Percentage of Selected Seniors
Racine County					
J.I. Case	664	10	66	42	64
William Horlick	573	10	57	32	56
Washington Park	611	5	122	66	54
Burlington	280	10	28	13	46
Union Grove	185	2.5	74	46	62
	<u>2313</u>		<u>347</u>	<u>199</u>	57% return for Racine County
Grant County					
Platteville	210	2.5	84	56	67
Cuba City	118	2.5	47	24	51
Wauteka	36	1	36	14	39
Bloomington	46	1	46	31	67
	<u>410</u>		<u>213</u>	<u>125</u>	59% return for Grant County
Winnebago County					
Oshkosh North	411	5	82	52	63
Oshkosh West	441	5	88	59	67
Winneconne	104	2.5	41	24	59
Menasha	255	5	51	26	51
	<u>1211</u>		<u>262</u>	<u>161</u>	61% return for Winnebago County
Private Schools (Racine)					
Lutheran	66	1	66	36	55
St. Catherine's	211	2	106	74	70
	<u>277</u>		<u>172</u>	<u>110</u>	64% return for private schools

represent the relative size of the senior class. The distribution of high school seniors from each school is presented in Table 2.

Table 2
SELECTION GUIDE AND NUMBER OF RESPONDENTS OF
CURRENT HIGH SCHOOL SENIORS (1974-75)

High School	Number of Seniors	Number of Home- rooms	Sample Interval	Anticipated Number of Seniors	Actual Number of Seniors Surveyed
Racine County					
J.I. Case	700	13	3	75	60
William Horlick	635	13	3	75	74
Washington Park	586	13	3	75	51
Burlington	298	8	2	50	47
Union Grove	212	10	2	50	93
	<u>2431</u>			<u>325</u>	<u>325</u>
Grant County					
Platteville	206	10	2	50	61
Cuba City	114	4	2	50	39
Waureka	30	1	1	30	22
Bloomington	50	1	1	50	48
	<u>400</u>			<u>180</u>	<u>170</u>
Winnebago County					
Oshkosh North	414	16	3	75	72
Oshkosh West	448	16	3	75	33
Winneconne	118	4	2	50	45
Menasha	318	17	3	75	53
	<u>1298</u>			<u>275</u>	<u>203</u>
Private Schools (Racine)					
Lutheran	71	3	3	71	64
St. Catherine's	260	7	3	75	63
	<u>331</u>			<u>146</u>	<u>127</u>

Table 3 contains a summary of the actual number of currently enrolled and formerly enrolled students surveyed and percentages for each county.

Table 3
SUMMARY TABLE OF SURVEYED HIGH SCHOOL STUDENTS

County	Current Students		Former Students	
	Number	Percent	Number	Percent
Racine*	452	55	309	52
Grant	171	21	125	21
Winnebago	202	24	163	27
TOTAL	825	100	597	100

* The total number of students reported for Racine County includes the students from the two private schools in Racine. Separately, these students account for 127 current students or 15 percent of the total and 110 former students or 18 percent of the total.

Current and former vocational and technical institute students.

Vocational and technical institutes do not have student classifications such as "seniors" which can be utilized for convenient sampling. Students may be enrolled in any of several types of programs including Associate Degree, 2-year, 1-year, and less than one year programs. To avoid sampling avocational students, only students who could be identified by the institutes as being enrolled in an associated group of courses or program were considered for sampling. These students were assumed to more likely be users of placement services as they eventually seek employment or further training in their areas.

The formerly enrolled vocational and technical students (of the year 1972-73) were randomly selected from student lists provided by each of the three district vocational and technical institutes participating in the study. Names of the students meeting the selection criteria described above were assigned numbers from which a sample was selected by use of computerized random numbers. The size of the sample selected from each institute was obtained relative to the number of students fulfilling the selection criteria. The selected students (896 total) were mailed a questionnaire designed for former VTAE students. Table 4 describes the selection and return response of the formerly enrolled VTAE sampling.

The currently enrolled vocational and technical students (of 1974-75) were selected from the normal class periods. Communication Arts classes in each VTAE school were used for sampling because these classes are required of all vocational and technical students. Sampling from these classes would assure that a cross section of the student body would be reached. An assumption was made the few avocational students would be enrolled in the Communication Arts classes since it would not be a requirement for them.

One unexpected problem arose when the Gateway VTAE district stipulated that the survey had to include students from the Kenosha Campus as well as the Racine Campus. Thus the number of currently enrolled vocational and technical students increased from the initial estimate needed. A total of 907 currently enrolled VTAE students were surveyed. This figure compares favorably with the 896 formerly enrolled VTAE students selected. Proportionally, the actual number of students surveyed for both the current and former students were similar. Tables 5 and 6 describe the current VTAE sample, and the comparisons between actual numbers of students, current and former, surveyed.

Table 4
SELECTION GUIDE AND NUMBER OF RESPONDENTS OF
FORMER VTAE STUDENTS (1972-73)

Name of VTAE Institute	Total No. of Students	No. of Students Meeting Criteria	No. of Students Selected	Respondent Sample Size (returns)	Respondent Percentage of Selected Students
Gateway (Racine Area)	9626	5141	498	230	47
Southwest Wisconsin (Lancaster Area)	2707	588	100	50	50
Fox Valley (Oshkosh Area)	5117	2810	<u>298</u>	<u>130</u>	44
			896	410	46% return for former VTAE students

Table 5
SELECTION GUIDE AND NUMBER OF RESPONDENTS OF
CURRENT VTAE STUDENTS (1974-75)

Name of VTAE District	Total Number of Students	Number of Students Surveyed
Gateway (Racine and Kenosha Areas)	9827	533
Southwest Wisconsin (Lancaster Area)	2956	99
Fox Valley (Oshkosh Area)	<u>5554</u>	<u>275</u>
TOTAL		907

Table 6
SUMMARY TABLE OF SURVEYED VTAE STUDENTS

VTAE District	Current Students		Former Students	
	Number	Percent	Number	Percent
Gateway (Racine and Kenosha Areas)	533	59	230	56
Southwest Wisconsin (Lancaster Area)	99	11	50	12
Fox Valley (Oshkosh Area)	<u>275</u>	<u>30</u>	<u>130</u>	<u>32</u>
TOTAL	907	100	410	100

Survey of providers. The survey of providers of placement services was more difficult because of the problems associated with identification. Providers such as placement or employment specialists were easily identified. However, others also assist with placement although their major responsibilities are not placement per se. For example, many teachers help their students find jobs by directing them to possible employment opportunities or recommending them to prospective employers. These "informal" providers are frequently known to community agencies and citizens because they provide specific services.

A "snowballing" technique was designed to identify providers of placement services. Providers who were easily identified through their positions in employment agencies or in occupational guidance functions were asked to name additional people in the community who were providing "placement services." Furthermore, these identified providers were asked to name others. In this way the search for informal placement providers snowballed until names were repeated or the number of identifiable providers was exhausted.

A snowballing technique, however, did not account for all people providing placement assistance. Unless a placement provider is known for providing this service by other people, the provider would not be identified by any technique. This fact should not seem unrealistic. Many parents provide placement assistance to their own children, but not for others. Friends occasionally give similar assistance, but their assistance is not given for an extended period of time or to very many people. An assumption was made, therefore, that unless a placement provider was identified as providing a service known to other people in a more or less permanent way, the provider could not become a potential component of a comprehensive placement system. The survey of placement providers did not include providers who were not identified by the snowballing technique.

A total of 473 placement providers was identified by this snowballing technique. The number of completed provider questionnaires was 224 or a 47 percent return of the identified providers. The low return rate may be explained by the fact that many of the identified providers reported that they were not actually providing placement assistance.

The distribution of placement providers responding to the request for placement information appears in Table 7 by county.

Table 7
NUMBER AND PERCENTAGE OF SURVEYED PROVIDERS

County	Number of Responding Placement Providers	Percent
Racine	75	33
Grant	64	29
Winnebago	69	31
Other	16	7
TOTAL	224	100

Development of Placement Survey Instruments

Five questionnaires were developed with the assistance of a jury of experts and an advisory committee representing agencies intrinsically involved in placement activities, e.g. the Department of Public Instruction, the Job Service, the Division of Vocational Rehabilitation, and private employment agencies. In addition, the questionnaires for each of the five respondent groups paralleled one another as much as possible to facilitate comparison among the groups.

The theoretical rationale underlying the development of the questionnaires was represented by the following paradigm:

$$\boxed{\text{Career placement}} = f \left(\begin{array}{c} \text{Job and} \\ \text{educational} \\ \text{opportunities} \\ \text{available} \end{array} \right) \left(\begin{array}{c} \text{Educational} \\ \text{background} \end{array} \right) \left(\begin{array}{c} \text{Guidance} \\ \text{services} \\ \text{received} \end{array} \right)$$

The availability of job and educational opportunities were hypothesized to be a function of several individual characteristics including age, marital status, sex, race, academic standing, type of home community, and previous work history. Correspondingly, educational background was viewed as affected by type of curricular emphasis, grade level attained, and specific skill training. These variables were presumed to be independent variables in the career guidance and placement process. Due to this assumption, the surveyed students were asked to complete questions related to such background information. Providers were also asked to define their placement efforts in terms of these characteristics.

The guidance received by students was also considered to be a variable affecting career placement. The users were, therefore, asked to indicate the relative amount of aid provided by close associates and professional persons in their career guidance and placement, both in educational and occupational matters. Those providing placement assistance were also presented the same list of personnel and asked to indicate the frequency of their placement activities with such personnel. The students further indicated the actual services received. A large list of guidance services was evolved representing the various aspects of the guidance process--appraisal, informational, counseling, referral, placement, and follow-through. Several items related to training were also included. After review and pre-testing the list was abbreviated in that the individual services were more mutually exclusive. For example, all written informational materials were combined into one category. The students were asked to indicate which of these various guidance services they either received or participated in as well as to rate the importance of these services in terms of eventual occupational planning and placement. Correspondingly, the providers of placement services were asked to indicate which of these guidance services they provided and the importance they attached to them.

In order to arrive at a clearer picture of the career guidance needs of youth, information needed to be gathered concerning the problems students encounter in attempting to secure suitable educational and occupational placement. A list of possible roadblocks in each of these areas was brainstormed. Certain surveyed groups were asked to indicate which roadblocks they anticipated encountering and/or actually encountered. The providers also indicated the frequency with which they encountered these problems when attempting to answer their clients' placement needs.

The final instruments were critiqued by the project's jury of experts and through several ad hoc meetings with Local Vocational Education Coordinators (LVEC's) and school guidance staff. The questionnaires designed for former high school seniors, former vocational-technical institute enrollees, and providers were pretested with comparable samples in the Madison area. As a result of these reviews and pretests, minor changes were made in the phrasing of some questions to provide greater clarity. The questionnaires distributed to each of the respondent groups are included in their entirety in Appendix B.

Data Collection Procedures

The survey questionnaires were distributed in the following manner:

1. All currently enrolled students, either at the high school or post-high school level, were selected and given a questionnaire on the basis of their presence in randomly selected school classes or homerooms (see "Sampling Procedures" starting on page 7). These questionnaires were completed by the students and collected by the staff at the individual schools.
2. Several incentive procedures were incorporated in the data collection design to encourage greater participation from former students. The incentives included a pre-letter sent one week prior to the questionnaire, printing of the questionnaire on colored paper, and including a packet of coffee with the questionnaire and a self-addressed, stamped envelope for returning the completed questionnaire. After approximately six weeks those who had not returned their questionnaires were mailed another questionnaire and follow-up letter urging cooperation.
3. Providers were mailed the appropriate provider questionnaire either directly or through the agency in which he was employed. The second method was utilized for agencies such as the Job Service Wisconsin, which employs many placement providers. The agency was mailed the approximate number of required questionnaires, which were distributed and collected from their placement staff. The collected questionnaires were then mailed or returned to the project staff.

Approximately two months after the original and follow-up questionnaires had been mailed, 60 percent of the former high school seniors and 46 percent of the former VTAE students had completed and returned questionnaires. Thus a group of 40 percent and 54 percent nonrespondents remained.

To determine if the respondents were representative of the total sample, a sampling of the nonrespondents was made by telephone. Twenty high school senior nonrespondents, and forty vocational-technical student nonrespondents were randomly selected and contacted by telephone. Selected questions from the original questionnaires were used to reduce the interview time. The chi-square statistical technique was used to determine whether significant differences existed between the nonrespondents and the respondent group.

Data Coding and Computation Procedures

After the questionnaires had been returned, responses to each question were coded according to a previously determined coding design. Each

respondent's coded questionnaire was sent to the Wisconsin Survey Research Laboratory where the data were keypunched, verified, and tabulated by the 360 IBM and 1110 Univac computers, according to the selected margins of the study. Data frequencies and chi-square indices of special interest were obtained from additional computer cross-tabulations.

The various questionnaires provided data which necessitated the development of methods of synthesis for illustrative and discussion purposes. Terms which indicated degrees of helpfulness and categories of importance required specific calculations to unify the relevancy and provide a means of analysis.

The high school and VTAE respondent groups including current and former students answered specific questions relating to sources of help in educational planning and occupational planning. The categories of possible responses were (a) quite a lot of help, (b) some help, (c) no help, and (d) I had no contact with this person. The categories of "no help" and "no contact" were not used in the formula as analysis of the responses suggested that many respondents had difficulty distinguishing between these categories. Subsequently an "index of helpfulness" was computed for each of the listed sources using the following formula:

$$\text{Helpfulness Index} = 2 \left(\begin{array}{c} \text{percentage indicating} \\ \text{"quite a lot"} \end{array} \right) + \begin{array}{c} \text{percentage indicating} \\ \text{"some help"} \end{array}$$

The importance attached to various guidance services demanded the condensation of pertinent data. This formula was used in each respondent analysis. Various guidance services were listed and the respondents indicated in one of the three columns, very important, somewhat important, and not important, their attitudes toward its relative importance in occupational planning and placement. The following formula was used to ascertain the relative importance of individual guidance services:

$$\text{Importance Index} = 2 \left(\begin{array}{c} \text{Percentage} \\ \text{indicating} \\ \text{"very} \\ \text{important"} \end{array} \right) + 1 \left(\begin{array}{c} \text{Percentage} \\ \text{indicating} \\ \text{"somewhat} \\ \text{important"} \end{array} \right) - 2 \left(\begin{array}{c} \text{Percentage} \\ \text{indicating} \\ \text{"not} \\ \text{important"} \end{array} \right)$$

The previous calculations enabled the researchers to combine and compare the data for analytical enumeration. The raw data which formed the basis for these calculations are presented in Appendix B for each questionnaire. Readers interested in a detailed analysis of the responses provided by the various student groups to each question should refer to this appendix. The complete data are reported for each questionnaire in percentages to facilitate comparison among groups. Sections III to VI, however, contain relevant tables of summary data.

The reader is also cautioned that throughout the reporting of the results the 0.10 level of significance has been used. This level was chosen as being consistent with the purpose of the data collection. Since interpretations of the responses were to be used as a basis for developing a coordinated and comprehensive career placement model, it was thought that the consequences of errors of omission outweighed those of errors of commission. A comprehensive model, it was felt, needed to be sensitive to any possible variable effects. However, the exact chi-square probability levels are reported wherever such data were available for the reader's scrutiny.

PART III
SURVEY OF CURRENT AND
FORMER HIGH SCHOOL SENIORS

Analysis of Responses of Current High School Seniors

Description of the respondents. The high school seniors who answered this questionnaire presented the following characteristics:

- Approximately 55 percent were drawn from Racine County, the remaining 45 percent were about evenly divided between Winnebago and Grant Counties.
- A slightly greater representation of students was from larger schools. Twenty-six percent of the respondents attended small high schools (i.e. seniors class size under 150), 39 percent attended medium-sized schools (senior class size from 150 to 350), and 35 percent attended large high schools (seniors class size over 350).
- Ninety-five percent of the sample described their racial background as white.
- More females (56 percent) than males (44 percent) responded to the questionnaire.
- Those reporting A or B grade average composed 59 percent, while those reporting a C or below average composed 41 percent of the sample.
- Approximately one-sixth of the respondents indicated that they were only enrolled in school part-time.
- When asked to describe their present occupational status, the current high school respondents presented the following profile:

49% part-time work
9% full-time (more than 35 hrs/wk) work
22% unemployed, seeking work
13% unemployed not seeking work
7% voluntary work, homemaker, military, unscored

Not only are 58 percent working, but an additional 22 percent are seeking work. In other words 80 percent of the current high school seniors are either combining education and employment or are desirous of doing so.

- Eighty-six percent of those responding to the questionnaire indicated that they had prior work experience. This information was categorized both by type of experience and variety of experiences.

Percent of all respondents	Type of experience
16	Occasional jobs, such as mowing lawns
6	During the school day (work-study)
10	Cooperative work experience as part of school program
34	Steady job, after school
35	Summer job
14	None of the above

Furthermore, 18 percent of the students checked two of the categories, and an additional 8 percent checked three or more categories.

- Eleven percent of the seniors indicated they were enrolled in the vocational curriculum.
- Fifteen percent of the sample of current students was drawn from the private high school population.
- Approximately 76 percent of the students indicated that they were considering the possibility of pursuing post-secondary educational and training opportunities. About 90 percent of the students indicated that they would be looking for a job following graduation.

In summary, the sample of current high school seniors represented a cross section of the high school population in terms of the characteristics of sex, grades, variety of work experiences, size of school, type of home community (rural or urban) and type of school (public--private). Additionally, the majority of these students anticipated encountering future decisions in both the educational and occupational realms.

Sources of help used by current high school seniors. Approximately 76 percent of the current high school seniors answered the question concerning the sources of help they received with educational planning. Table 8 presents the percentages of those responding to this question who indicated they received quite a lot of help or some help, as well as the index of helpfulness for each source.

Family members were rated as the most helpful resource in educational planning by current high school seniors. Ninety-two percent of those students planning on enrolling in post-secondary education or training perceived their families as providing "quite a lot" or "some help" with their plans. School counselors and other relatives and friends were perceived as helpful in this area by 80 percent of those answering this question. The other major resources perceived as helpful in educational planning were: someone attending school there (57 percent), teachers (60 percent), college recruiters (27 percent) and previous or current employers (21 percent). The other resources were only perceived as helpful by a small minority of the students.

A remarkably similar profile of the helpfulness provided by these various resource personnel and agencies was presented for occupational planning. Again family members and other relatives and friends were perceived as the most helpful with these matters. The other resources viewed as helpful in occupational planning by at least ten percent of the current high school seniors were: someone working there (57 percent), school counselors (43 percent), school teachers (37 percent), and previous or current employers (24 percent). These percentages were also based only on those students who indicated they planned to look for a job following high school.

A comparison of the major sources of help in career planning is presented in Table 9.

Table 8

HELPPFULNESS ATTRIBUTED TO SELECTED RESOURCE PERSONNEL IN CAREER
PLANNING AND PLACEMENT BY CURRENT HIGH SCHOOL SENIORS

Source of Help	Educational Planning				Occupational Planning			
	Number of Respondents	Percentage indicating "quite a lot" of help	Percentage indicating "some" help	Helpfulness Index ¹	Number of Respondents	Percentage indicating "quite a lot" of help	Percentage indicating "some" help	Helpfulness Index ¹
High school counselors	625	25%	55%	105	755	9%	34%	52
High school teachers	617	10%	50%	70	753	8%	29%	45
High school placement officers	617	1%	2%	4	747	1%	3%	5
Wisconsin State Employment Service	611	*	3%	3	744	1%	6%	8
Private employment agencies	610	*	3%	3	744	1%	4%	6
Division of Vocational Rehabilitation	608	*	1%	1	744	1%	3%	5
Professional associations and trade unions	583	3%	6%	12	739	2%	6%	10
Family members	625	45%	47%	137	753	31%	50%	112
Other relatives and friends	613	23%	57%	103	749	22%	47%	91
Someone attending school there	611	14%	43%	71	-	-	-	-
Someone working there	-	-	-	-	749	20%	37%	77
Previous or current employers	606	6%	15%	27	744	8%	16%	32
College recruiters	605	5%	22%	32	743	1%	8%	10
Military service recruiters	608	3%	10%	16	744	1%	8%	10
Clergymen	608	2%	8%	12	742	1%	5%	7

* Less than one percent

¹ For computation of this score see page 15.

Table 9
COMPARISON OF THE RESOURCE PERSONNEL PERCEIVED AS MOST HELPFUL
IN CAREER PLANNING BY CURRENT HIGH SCHOOL SENIORS

Resource	Educational Planning		Occupational Planning	
	Helpfulness Index*	Percentage indicating quite a lot or some help	Helpfulness Index*	Percentage indicating quite a lot or some help
Family members	137	92	112	81
Other relatives and friends	103	80	91	69
School counselors	105	80	52	43
School teachers	110	60	45	37

* see page 15 for calculation formula

An analysis of these figures suggested that the list of the major resources used by students in career planning were perceived as more helpful by those involved in educational planning than by those involved in occupational planning. The largest discrepancy was noted for school counselors. Eighty percent of the current seniors contemplating further education or training perceived their high school counselor as providing some help with their planning. In contrast, only 43 percent of those planning to obtain a job following high school rated their counselors as helpful. In fact, less than one out of ten of these students rated their counselors as very helpful in occupational planning. The other major school-related resource used by students, teachers, was also rated as more helpful in educational planning than in occupational planning. Family members and other relatives and friends, however, were viewed as quite influential in both areas of career planning.

In summary, the primary influences on the career planning of high school seniors were family and friends. School personnel, i.e., counselors and teachers, were also important sources of help for the majority of students planning on pursuing post-secondary education or training. Conversely, the majority of those planning on finding a job after high school did not perceive school personnel as helpful in their occupational planning.

Roadblocks to educational and occupational placement for current high school seniors. The current high school seniors were presented a list of possible roadblocks they might encounter in achieving suitable educational placement. They were asked to indicate via a "yes or no" answer which of these roadblocks they anticipated would be problems. Those who planned on embarking on some type of post-secondary education or training anticipated the following problems (the percentage of those responding who answered "yes" appears in parentheses):

1. I won't know what schools or training programs I would like. (50%)
2. I won't be able to afford to enter the school or training program (40%)
3. I won't know if I can meet the school or training qualifications. (34%)
4. I will have problems with school or training applications, entrance exams or interviews. (30%)

5. I will have to move to attend a school or training program. (30%)

The students were also asked to comment on any additional problems they anticipated. Their comments again reflected the above concerns: financial difficulties, inability to meet the entrance requirements, limited enrollments in some programs, and concerns with adjusting to a new life style. Aside from these concerns, many students also mentioned a lack of career goals. For these students, this lack of goals provided a barrier in deciding upon a school, selecting appropriate coursework, and even deciding whether or not to attend school. The students' comments further indicated that many of the students planning on continuing their education were not relating these educational plans to eventual occupational expectations.

This latter notion received additional support from the information gathered concerning the roadblocks students anticipated in occupational placement. Those roadblocks anticipated to be a problem by at least one-third of those planning on looking for work following high school were as follows:

1. The employer will want someone experienced. (66%)
2. There will be no openings in the jobs I am trained for. (57%)
3. I might not be qualified for the job. (49%)
4. The job won't pay enough. (49%)
5. I won't know what types of jobs I'd like to do. (46%)
6. I won't know where to look for work. (43%)
7. I won't know what types of jobs I can do. (41%)
8. I might be too young for the job. (38%)

The current high school seniors were concerned with their lack of experience and inability to meet the qualifications for various jobs given the high rate of unemployment at the time of the study. In fact, many of those who added a comment to this question voiced concern regarding finding any job in such a tight labor market. What did appear significant, however, was the large numbers of high school seniors who indicated that they did not know what types of work they would like to do, where to find work, or what jobs they were qualified to perform. Nearly one-half of those who presumably would be completing high school within the next six to seven months indicated that they anticipated difficulties with these matters. These findings suggested that many of these seniors were unable to relate their high school education to the world of work.

Participation by current high school seniors in various guidance services and the relative importance they attach to these services. The current high school seniors were asked to indicate from a list of guidance services which services they had received or been a participant (see Table 10). These services were selected to represent a cross section of the various components of the guidance system: appraisal, informational, counseling, planning and preparation, and placement. Only five of the twenty-three services listed were indicated as received by the majority of current high school seniors. These were: aptitude tests, achievement tests, help with talking to parents about plans, written materials about occupations or training programs, and help with exploring and evaluating further educational goals. Further documentation was also provided for the notion that more resources were directed toward educational planning than occupational planning. Although 55 percent of the students indicated

Table 10

SERVICES RECEIVED BY CURRENT HIGH SCHOOL SENIORS AND THE IMPORTANCE THEY ATTACH TO THESE SERVICES IN TERMS OF OCCUPATIONAL PLANNING AND PLACEMENT

Placement Service or Activity	Percent receiving service	Rank Order	Importance Index*	Rank Order
<u>Have you participated in:</u>				
a. Aptitude tests?	71	3	89	15.5
b. Achievement tests?	70	2	89	15.5
c. Personality evaluations?	45	7	74	20
d. Job tryouts or work experiences?	43	9.5	118	9
e. Job interest inventories?	36	16	75	18.5
<u>Have you participated in or used:</u>				
f. Written materials about occupations or training programs?	68	4	113	12
g. Career days, job fairs?	44	8	75	18.5
h. Courses on occupations?	40	12.5	115	11
i. Field trips to schools and employment agencies?	40	12.5	85	17
j. Employment Service job bank?	4	23	24	23
k. Information about job openings?	47	6	120	7
l. Career information from courses you took?	41	11	98	14
<u>Have you ever gotten help with:</u>				
m. Exploring and evaluating further educational goals?	55	5	130	3
n. Exploring and evaluating employment goals?	38	14	123	5
o. Resolving personal problems relating to further education or work plans?	37	15	105	13
p. Talking to parents about job or school plans?	84	1	138	1
<u>Have you received:</u>				
q. Training for interviewing or applying for a job?	35	17	127	4
r. Training in how to get along on the job?	28	20.5	119	8
s. Training for a specific occupation?	28	20.5	134	2
t. Assistance in making application to college or training programs?	32	18	116	10
<u>Has anyone assisted you:</u>				
u. In locating a specific job?	43	9.5	121	6
v. By encouraging an employer to hire you?	30	19	58	21
w. By working out special arrangements by explaining your special needs to an employer?	17	22	59	22

* For explanation of calculation, see page 15.

they received help in exploring and evaluating educational goals, only 38 percent indicated that they received such help with employment goals. This discrepancy appeared even more significant when compared to the observation that 75 percent of the students planned on securing further training while over 90 percent indicated they planned on securing employment following high school.

The services students received can also be related to the roadblocks they anticipate. As mentioned earlier, these seniors indicated that the major problem they foresaw in securing employment was lack of experience and qualifications. Although the majority of students anticipated that this would be a problem, only 28 percent of the respondents indicated that they had received training in a specific occupation and training in how to get along on the job. Another major problem anticipated by these seniors was their inability to identify types of jobs they would like to do, yet only 36 percent of the high school seniors recalled taking a job interest inventory. Similarly, 43 percent of the students indicated that they did not know where to look for work, yet only four percent were apparently familiar with the Employment Service job bank.

The high school seniors were also asked to rate the various guidance services in terms of their eventual importance to occupational planning and placement (see Table 10). All of the guidance services were rated by at least two-thirds of these seniors as very important or somewhat important to occupational planning and placement. In order to arrive at a single score for each of these services the index of importance was used. The index of importance attached to each service could theoretically range from 200 to -200, however, as indicated in Table 10 the actual scores ranged from 24 (Employment Service job bank) to 138 (help with talking to parents about job or school plans).

Current high school seniors perceived the following services as most important in occupational planning and placement:

1. Help with talking to parents about job and school plans
2. Training for a specific occupation
3. Help with exploring and evaluating further educational goals
4. Training for interviewing and applying for a job
5. Help with exploring and evaluating employment goals
6. Assistance in locating a specific job
7. Information about job openings
8. Training in how to get along on the job
9. Job tryouts or work experiences

The services perceived to be most important to high school seniors seemed to cluster in three areas: those related to obtaining a job including occupational proficiency and adequate work habits, those related to knowledge of job openings and procedures for acquiring employment, and those related to the selection of employment and educational goals.

These concerns were further underscored by those students who provided suggestions "for improving the job and educational placement of students." The bulk of their comments concerned the need for increasing the individual counseling available to students, broadening the school's course offerings and work experience opportunities such that there would be more options for occupational preparation on the high school level. Furthermore, an increase in the information available to students on both

the present labor market as well as future labor market projections was desired. The following remarks epitomize the attitudes of many of the students who commented:

"I think there should be more courses in job placement and there should be someone around to tell the students about the different types of jobs available. Also a work-study program should be opened to all students in all fields."

"Let the students become more involved in helping with the program. I did not even know there was job placement help."

"Many students don't really know what is available after high school. If there could be a better way to inform them, it would help a lot."

"By making it more available to students, lots of students don't know about the information and help available to them."

"There has to be more information around school, and counselors have to get involved."

"I think that the teachers and counselors should make a date to see each senior student to make sure they know what they are doing. I for one do not know what I'm doing. There's a big world out there, and I'm not sure I'm ready for it."

"High schools should teach more specialized courses for each student's needs for their occupational future. . . . Concentrate on the end goal of the student, and the end product will probably be a more highly trained specialized worker."

"Before school was mandatory the only students were those planning on going on in education, the rest of the children were apprenticed out for periods of time to learn occupations, then to strike out with first hand knowledge. Now we are sending adults into the work force with no specialized training and no skills."

"Center the high school structure around skills needed."

"I think that an experienced counselor should get to know the high school student and help to find out where he's headed and where he wants to be. And work closely with him."

"We are unaware."

The importance the students attached to the various guidance services was compared with the percentages of students who received each of the services in Table 10. Both sets of data were rank ordered to facilitate comparison. When ordered in this manner, several of the most frequently received services--the appraisal services, written materials, and career days--were among the services viewed as of least value in occupational planning and placement. In contrast, among those services viewed as most valuable by the student were those concerned with job securing and maintaining; yet, these services were received by only approximately one-third of the students. In general, the counseling and placement aspects of the guidance process appeared to be less discrepant. Apparently the importance of these services to high school seniors was reflected in the

emphasis they receive in the guidance process. The exception to this observation was the case of "help with exploring and evaluating employment goals." The high school seniors ranked this service fifth in terms of importance, but fourteenth in terms of the degree to which this service was provided.

Attitude toward school's responsibility for placement. The high school seniors were queried concerning the school's responsibility for job preparation and placement. Although 90 percent of the respondents indicated that "job finding skills and how to get along on a job" should be taught in high school, only 37 percent of the seniors felt that the "high school should make sure [they were] placed into a job or further training." An examination of the comments made by several students who responded negatively to the latter question indicated that they were reacting to the obligatory nature of the phrase. These students tended to feel that the high school should make assistance available, but that they should not force students to use it. These students' comments could be summarized by one student's remark: "The high school should not force you into a job or further training, but it should have job or college finding services available."

Summary. In summary, current high school seniors perceived their families and friends as the most helpful resources in both educational and occupational planning. School counselors and teachers were also viewed as helpful resources, particularly by those seniors contemplating further education or training. The school personnel were rated as considerably less helpful with occupational planning. The major problems these high school seniors anticipated in securing employment involved their lack of occupational preparation and experience, unclear job preferences, and limited knowledge of where to look for work. These concerns were also reflected in the value these students attached to the various aspects of career guidance. The services rated as most important to occupational planning and placement were:

1. those involved with training for a specific occupation, as well as skills in job-getting and maintaining
2. those involved with the selection of educational and employment goals
3. those involved with concrete information on job openings.

The frequency with which the various guidance services were received, however, did not correspond to their importance in occupational planning and placement. Suggestions were made by about one quarter of the students for improving the career guidance of youth. In general these students suggested broadening the course offerings and work-study options, expanding the counseling program, and making current and future labor market information more available to students.

Analysis of Responses of Former High School Seniors

Description of the respondents. The former high school seniors who returned this questionnaire presented the following characteristics:

- Approximately 52 percent of these seniors attended high school in Racine County, 28 percent in Winnebago County, and 21 percent in Grant County.

- The respondents to a large extent attended large schools with 61 percent of these students reporting a senior class size of over 250. Correspondingly 39 percent of the students reported a class size of less than 250.
- Ninety-five percent of this sample described their racial background as white.
- Fifty-two percent of the returned questionnaires were completed by women.
- Those reporting A or B grade averages composed 58 percent of this sample, while 42 percent reported grade averages of C or below.
- High school work history: Seventy-nine percent of those responding to the questionnaire reported that they had at least one part-time job experience while attending high school. The students' high school work experience was categorized both by type of work experience as well as variety of experiences. The percentage of former high school seniors who reported having each of the various types of job experiences is as follows:

Occasional jobs, such as mowing lawns	11%
During the school day, work-study	7%
Cooperative work experience as part of school program	12%
Steady job, after school	49%
Summer job	29%

In terms of variety of work experiences in which these students participated while in high school: 54 percent reported participating in only one of the above types of work experience while 19 percent reported participation in two of the categories and five percent in three or more categories. Additionally, nine percent of the students indicated that they were enrolled in the vocational curricula.

• Current status of respondents

Twelve percent of the sample are married

Fifty-two percent are enrolled in school full- (45 percent) or part-time (7 percent). Seventy percent of these enrollments are in a public or private university or college and 26 percent in a vocational school. One and one-half years after completing high school, these students present the following employment pattern:

42% working full-time
26% working part-time
11% unemployed, seeking work
13% unemployed, not seeking work
4% homemaker, military, or volunteer work
4% unscored

Many of these former students, therefore, are currently combining continued education with at least part-time employment.

Approximately 60 percent of the former high school seniors returned properly completed questionnaires. In order to ascertain to what extent these students were representative of the total sample of former high school seniors, twenty nonrespondents were randomly selected and contacted by telephone. These respondents were asked selected items from the questionnaire. Table 11 compares the nonrespondents to the respondents on

Table 11

COMPARISON OF SELECTED CHARACTERISTICS OF NONRESPONDENTS AND
RESPONDENTS IN THE FORMER HIGH SCHOOL SAMPLE

	Respondents N=597	Nonrespondents N=20	Chi-square value	Degrees of freedom
<u>Age</u>				
Less than 20	83%	75%	0.92	1
20-29 years	17%	25%		
<u>Race</u>				
White	95%	95%	0.00	1
Nonwhite	5%	5%		
<u>Marital status</u>				
Married	12%	30%	3.81	1
Single	88%	70%		
<u>Sex</u>				
Male	48%	65%	2.44	1
Female	52%	35%		
<u>Occupational status</u>				
Working full-time	42%	70%	6.70*	2
Working part-time	26%	20%		
Other	32%	10%		
<u>Post-secondary education</u>				
Enrolled in post- secondary program	48%	30%	4.38*	1
Not enrolled	52%	70%		

¹ Chi-square analyses computed on frequency data

* Significant at 0.05 level

the selected characteristics. The chi-square statistical technique was used to ascertain whether significant differences existed in the sample distributions of the various characteristics. Significant differences were noted for occupational status and post-secondary educational achievements at the 0.05 level. Apparently students enrolled in various post-secondary educational institutions were disproportionately represented in the sample of former high school students. Conversely, apparently fewer of those working full time returned completed questionnaires. The effect of occupational and educational status is discussed in a subsequent section.

The nonrespondents were also asked to answer five questions concerning roadblocks they had encountered in securing suitable employment. Their responses were compared with those of the respondents again using the chi-square technique. The results are reported in Table 12 and suggest that there were no significant differences between the respondents and the nonrespondents in the roadblocks they encountered.

Table 12

COMPARISON OF THE ROADBLOCKS TO JOB PLACEMENT ENCOUNTERED
BY THE FORMER HIGH SCHOOL RESPONDENTS AND NONRESPONDENTS

Roadblocks to Job Placement	Respondents	Nonrespondents	Chi-square value	Degrees of freedom
	Percentage who Encountered N=488	Percentage who Encountered N=18		
Not knowing what types of jobs able to do	42	35	1.03	1
Not knowing what type of job would like to do	53	50	0.56	1
Having problems with job applications/interviews	13	5	1.39	1
Not knowing where to look for work	35	50	0.98	1
Having to move to find a job and not wanting to	7	10	0.02	1

In summary, the data from the nonrespondents were interpreted as suggesting that those former students who were not enrolled in further education and working full-time were probably underrepresented in the respondent sample. The sample of respondents was also almost entirely of Caucasian background. Despite these observations, the actual sample of respondents was quite diverse in terms of the variables of prior work experiences, types of post-secondary education pursued, grades attained in high school, size of high school, and home community. Finally, males and females were almost equally represented in the respondent sample.

Sources of help used by former high school students. The former high school students were presented a list of various agencies and persons to rate in terms of the helpfulness they provided in educational planning and occupational planning. Only those former students who had either wanted to enroll in a post-secondary educational or training program or who had actually enrolled in such a program rated the various resources for helpfulness in educational planning. Similarly, only those students who were currently working or had attempted to find a job since completing high school were instructed to rate the amount of help they received from these resources with occupational planning. Approximately 65 percent of the former students responded to the item concerned with educational planning and 80 percent answered the occupational planning item. The percentages of respondents answering each question who received "quite a lot of help" or "some help" from the various resources appear in Table 13.

The former high school students indicated that they perceived their families as the most helpful resource in educational planning and placement. Of those responding to this question, eighty-five percent reported their parents to be of at least some help. High school counselors followed and were rated as helpful by 74 percent of those involved in planning for further education or training. Other relatives and friends were perceived as helpful by 71 percent of the students. High school teachers and others attending the post-secondary institution were rated as helpful by 59 percent and 46 percent of the respondents. The other resources were only infrequently indicated as helpful in educational planning and placement.

Table 13

DEGREE OF HELPFULNESS OF SELECTED RESOURCE PERSONNEL IN CAREER
PLANNING AND PLACEMENT AS PERCEIVED BY FORMER HIGH SCHOOL SENIORS

Source of Help	Educational Planning				Occupational Planning			
	Number of Respondents	Percentage indicating "quite a lot" of help	Percentage indicating "some" help	Helpfulness Index ¹	Helpfulness Index ¹	Percentage indicating "quite a lot" of help	Percentage indicating "some" help	Number of Respondents
High school counselor	400	18%	56%	92	36	4%	18%	479
High school teacher	389	12%	37%	61	31	8%	15%	475
High school placement officer	381	1%	6%	8	4	1%	2%	474
Wisconsin State Employment Service	387	2%	7%	11	23	5%	13%	473
Private employment agency	384	1%	2%	4	6	2%	2%	474
Division of Vocational Rehabilitation	385	1%	2%	4	1	*	1%	473
Professional associations/trade unions	380	2%	4%	8	6	2%	2%	471
Family members	398	39%	46%	124	93	25%	43%	478
Other relatives/friends	396	19%	52%	90	81	21%	39%	476
Someone attending school there	391	11%	35%	57	--	--	--	--
Someone working there	--	--	--	--	68	21%	26%	474
Previous/current employer	387	4%	11%	19	24	7%	10%	472
College recruiter	387	5%	13%	23	3	1%	1%	474
Military service recruiter	385	2%	4%	8	3	1%	1%	473
Clergyman	383	3%	5%	11	1	*	1%	474

* Less than one percent

¹ For computation of this score see page 15.

As in the case of educational planning, family members were also rated as the most helpful resource by those involved in employment decisions. Other relatives and friends were also quite influential in addition to other employees. School counselors and teachers ranked fourth and fifth in terms of helpfulness; however, only slightly more than one-fifth of the respondents apparently received help with occupational matters from these school personnel.

A comparison of the contributions made to educational and occupational planning by the major resource persons appears in Table 14. The entire list of major sources of help were rated as more helpful with

Table 14

COMPARISON OF THE MAJOR RESOURCE PERSONNEL PERCEIVED AS MOST HELPFUL IN CAREER PLANNING BY FORMER HIGH SCHOOL SENIORS

Resource Personnel	Educational Planning		Occupational Planning	
	Helpfulness Index*	% Receiving Help	Helpfulness Index*	% Receiving Help
Family members	124	85	93	68
Other relatives/friends	90	71	81	60
High school counselors	92	74	26	22
High school teachers	61	59	31	23

* See page 15 for calculation formula

educational than occupational matters. The largest discrepancy accrued to school counselors. In this instance, almost three-fourths of those involved in educational planning and placement reported receiving at least some help from the school counselor. On the other hand, of those students involved in occupational planning and placement, only 22 percent or less than one-fourth of the respondents reported receiving help from their school counselors. A similar, although not quite as large, discrepancy also existed for school teachers.

Further validation for this finding was found in the answers these students provided to questions concerning how they found their first job following high school. The former students were asked to designate who, if anyone, told them that this job was available. Of the 597 former students, 422 listed some person or agency as the source of the job lead (see Appendix B). The following persons were mentioned as the major sources of job leads:

1. Other relatives and friends (N=169)
2. Family members (N=107)
3. High school teachers (N=31)
4. Previous or current employers (N=23)
5. Wisconsin State Employment Service--Job Service (N=15)

Apparently despite the complexities of the labor market, these former students still relied heavily on their personal connections to gain entrance into the labor force. School personnel appeared to rarely be sources of productive job leads. Furthermore, the government-supported vocational guidance services (the Job Service--formerly WSPS--and the Division of Vocational Rehabilitation) had even less impact on this population.

In summary, relatives and friends were rated as the most helpful resources in both occupational and educational planning by these former high school seniors. These resource persons also were the major sources of fruitful job leads. School personnel, i.e. counselors and teachers, were also considered to be sources of help by those students planning on continuing their education; however, their helpfulness with occupational and employment matters was determined by these students to be minimal. The services available at the Job Service were rated as helpful by only 18 percent of those involved in occupational planning and placement, and was a source of a productive job lead for less than three percent of these former students.

Roadblocks to educational and occupational placement encountered by former high school seniors. The former high school seniors were presented a list of possible problems (roadblocks) which they may have encountered in trying to secure suitable post-secondary education or training. The roadblocks listed most often by those who attempted to secure advanced education are presented in Table 15. The results suggested that the major problem faced by these students was the actual selection of a post-secondary institution. Aside from this problem, many students apparently questioned their chances of being selected by the institution. Financial difficulties were also experienced by 107 of the respondents despite the availability of various state-supported post-secondary institutions in each of the target counties. A complete list of the roadblocks encountered appears in Appendix B.

Table 15

MAJOR ROADBLOCKS ENCOUNTERED BY FORMER HIGH SCHOOL
SENIORS IN OBTAINING SUITABLE EDUCATIONAL PLACEMENT

Roadblocks to Educational Placement	Percent Reporting "Experienced This Problem"
a. I didn't know what schools or training programs I would like	62
b. I didn't know if I could meet the school or training qualifications	29
c. I couldn't afford to enter the school or program	27
d. I would have had to move to attend	21
e. I didn't know where to apply	19

Those students who have attempted to secure employment since leaving high school were also presented with a list of possible roadblocks to suitable job placement. The students were asked to indicate whether or not they had encountered each of the roadblocks. Their complete answers are enumerated in Appendix B. The major roadblocks as reported by these students appear in Table 16.

Table 16

MAJOR ROADBLOCKS ENCOUNTERED BY FORMER HIGH
SCHOOL SENIORS IN OBTAINING SUITABLE JOB PLACEMENT

Roadblocks to Job Placement	Percent Reporting "Experienced This Problem"
a. I didn't know what types of jobs I'd like to do	65
b. I didn't know what types of jobs I could do	51
c. Employer wanted someone experienced	50
d. I didn't know where to look for work	44
e. The job didn't pay enough	44
f. I wasn't qualified for the job	31

Just as the major problem faced by those seeking suitable educational placement was difficulty relating their interests and aptitudes to the various educational and training opportunities, so, too, the major

problem encountered by those involved in job placement was that of relating their interests and aptitudes to the employment market. Approximately one-third of those answering this question also added a further comment. Their comments, coupled with the roadblocks they reported encountering, suggested the haphazard nature of many of the students' job seeking efforts. Finding a job per se was rarely indicated as a problem, but rather finding employment related to one's interests and aptitudes. The students frequently remarked that the jobs they wanted either required greater prerequisites than they possessed or were not available or that what was available was not congruent with their interests or financial needs. The impression is left that these students either randomly applied for a variety of jobs without regard to their personal characteristics or channeled all their efforts in one, oftentimes unproductive, direction. As previously mentioned they also used primarily personal connections to secure work. When these were lacking, some students felt they were unable to penetrate a selected job field.

Participation by former high school seniors in various guidance services and the relative importance they attach to these services. The former high school seniors were questioned concerning the guidance services they received and their value in occupational planning and placement. The services on the list included appraisal, informational, counseling, instructional, placement, and follow-up services. The percentage of former high school seniors who reported receiving each of the services either in high school or since leaving appear in Table 17. Those services received by the majority of students were: aptitude tests (79%), achievement tests (75%), help with talking to parents about job or school plans (75%), written materials about occupations or training programs (66%), and help with exploring and evaluating educational goals (54%). Approximately 25 to 50 percent of the students indicated that they received most of the other guidance services. The major area of exception was the follow-up services. Apparently, there was little contact with these former students as to the satisfaction they had derived from their career decisions.

The students were also asked to evaluate these services in relation to their value to eventual occupational planning and placement. An evaluation along these criteria was used as most students, regardless of the educational pathways they elect, will eventually assume an occupational role. A unitary "Importance Index" was calculated for each service (see page 15 for explanation of calculation procedures). Both the importance the former students attached to the various services and the frequency with which they received them were rank ordered to facilitate comparison. All of these figures appear in Table 17.

The ten most important guidance services in terms of their contribution to occupational planning and placement were:

1. training for a specific occupation
2. information about job openings
3. help with talking to parents about job or school plans
4. exploring and evaluating further educational goals
5. help with exploring and evaluating employment goals
6. help with resolving personal problems related to further education or work plans
7. written materials about occupations or training programs
8. training for interviewing or applying for a job
9. assistance in making application to college or training programs
10. help with locating a specific job

Table 17

PERCENTAGE OF FORMER SENIORS REPORTING "RECEIVED SERVICE" AND THE IMPORTANCE THEY ATTACH TO THESE SERVICES IN TERMS OF OCCUPATIONAL PLANNING & PLACEMENT

Placement Service or Activity	Percent receiving service	Rank order	Importance Index	Rank order
a. Aptitude tests	79	1	78	20
b. Achievement tests	75	2.5	76	21
c. Personality evaluations	42	9	67	23
d. Job tryouts or work experiences	31	15.5	119	12
e. Job interest inventories	29	19.5	92	16
f. Written materials about occupations or training programs	66	4	128	7
g. Career days, job fairs	48	6	73	22
h. Courses on occupations	29	19.5	119	12
i. Field trips to schools and employment agencies	31	15.5	84	17.5
j. Employment Service job bank	10	24	60	25
k. Information about job openings	42	9	139	1.5
l. Career information from courses taken	42	9	117	14
m. Help with exploring and evaluating further educational goals	54	5	137	3.5
n. Help with exploring and evaluating employment goals	38	12	129	5.5
o. Help with resolving personal problems relating to further education or work plans	30	18	129	5.5
p. Help with talking to parents about job or school plans	75	2.5	134	3.5
q. Training for interviewing or applying for a job	31	15.5	126	8.5
r. Training in how to get along on the job	24	21	119	12
s. Training for a specific occupation	37	13	139	1.5
t. Assistance in making application to college or training programs	40	11	126	8.5
u. Assistance in locating a specific job	43	7	124	10
v. Assistance by encouraging an employer to hire you	31	15.5	58	19
w. Assistance by working out special arrangements by explaining your special needs to an employer	18	22	65	24
x. Contact to discuss problems about your job	8	25	84	17.5
y. Contact to determine your satisfaction with the school program	17	23	99	15

The value these former seniors placed on the various guidance services seemed to echo their remarks concerning the barriers they encountered in entering the labor market. In general it appeared that these students were asking: (a) to be equipped with the skills necessary to enter the labor market, including specific occupational proficiency as well as general knowledge of job-finding and acquiring skills; and (b) to have the opportunity to discuss their unique characteristics and the relationship of these characteristics to their options.

The importance the students attached to the services in many instances was not consistent with the frequency with which the former high school seniors received the services. The following discrepancies were noted:

1. Although employment counseling and personal adjustment counseling were rated as among those services most valuable in occupational matters, only 38 percent and 30 percent of the students respectively recalled receiving such services.
2. Although career days, achievement tests, and aptitude tests are among the most frequently received services, they appear to have been of little value in occupational planning.
3. Only 37 percent of these students who were at least one year out of high school since the time of testing reported receiving specific occupational training; yet, this service was considered as the most valuable in occupational planning and placement.
4. These former students apparently did not place as little value on follow-up services as their frequency of occurrence would suggest. Perhaps these students view such services as a chance to re-evaluate the decisions they have made.

The former high school students were also asked for suggestions for facilitating the educational and job placement of youth. Forty-two percent volunteered comments. For the most part these comments centered around four suggestions:

1. Broadening of occupational training options on the high school level
2. Increased availability of counseling services
3. Increasing high school students' "awareness" of the realities of the post-high school world.
4. Begin providing "career information" prior to the senior year, preferably at the junior high school level.

These students frequently lamented that the decisions they made on the high school level regarding course selection and on the post-high school level regarding training and employment opportunities were made on the basis of very limited information. Apparently for many of these students the relationship between education and occupation was not evident until after they completed high school.

The following comments typify those of many of the respondents:

High school personnel could be of more assistance in helping the student to plan for his future. I personally felt that I made most of my decisions rather blindly on my own mainly because no one seemed to have specific answers for questions that came up. Counselors seemed most apt to say "it's up to you" without guiding the students to possible consequences and/or alternatives.

In some way or course tell the students what to expect in this world after school.

I believe all high schools should give a course on occupations. The most common problem that I've noticed of the people I know, is that they don't know what they want to do now that they're out of high school. Some go to school to pass the time. The others are working till they find something better.

From the very beginning of H.S., students should be made aware that they are going to have to work regardless of whether they go on to college or not. Then they can decide on and prepare for some job(s) even if it's only used as a means of achieving some desired goal (going to college; taking a vacation; moving away from home). Also what the opportunities are locally, nationally, and (yes) internationally and in full enough detail so that the student can make a knowledgeable choice. Right now, H.S. does more harm than any other single source in the impressions it gives students about what life is like after they leave its protection and security.

Most high school seniors have no idea what they should do after graduation--more professional, personal counseling is needed, to help them find a direction.

A wider outlook of all jobs should be shown to all age students from 14 years and up.

High schools should do much more of the above [guidance services]. They really don't seem to be interested in what happens to the great majority of the students after they graduate.

With employment getting harder and harder to get I think more emphasis should be put on co-op or on the job training. College and Tech schools aren't for everyone, and it's time that school counselors start helping with job goals as much as school goals.

I just wished we were told about what it would be like. I was very surprised and confused when I first left school.

There seemed to never be the right person to help you decide or they didn't know anything about it. So most of the kids tried to decide on their own.

More work-study. More guidance counselors who are interested in "you," not just percentiles. More "training courses" in high school like typing, shop, woodworking, bookkeeping.

Attitudes toward school's responsibility for job preparation and placement. The former high school seniors were queried as to the high school's responsibility in job placement. Although more than 84 percent of the respondents felt that the high school should provide instruction in job-finding skills and how to get along on the job, only 36 percent felt that it was the high school's responsibility to "make sure" all students were placed into a job or further training. The students' comments suggested that they feared this responsibility might be abused. Rather, most of the students seemed to feel that the high school should make placement services available to students; however, their actual use should be student-determined.

Summary. The former high school students as a group presented a picture of unclear career goals following high school. Those pursuing continued education received the most help both from their families and friends as well as from school personnel. Those students attempting to secure employment following high school presented a different picture. They relied almost solely on the help of relatives, friends, and others employed in various jobs. The school personnel provided little help to these students. Those looking for employment had difficulties in selecting realistic job options, locating sources of job leads, and meeting job entry requirements.

The schools' guidance efforts, in terms of services provided, also were directed toward the academically-bound as the most frequently available services listed were: achievement testing, aptitude testing, written materials about occupations and training programs, and counseling around educational goals. These students, however, felt the high schools should expand their occupational offerings, provide improved counseling services, and present a more realistic picture of the work world to students during the early high school years when students often make critical course selections. As a group, they also tended to express a positive attitude toward increasing the school's efforts in both occupational training and career guidance. However, they felt that the responsibility for placement should not rest with the school, but rather the delivery of placement-assistance services should be determined by the individual student.

Comparison of Responses of Current and Former High School Seniors

Comparison of descriptive statistics. In order that a comparison could be made between the responses received from current high school seniors and those of former seniors, it was necessary to examine the comparability of the two samples along selected variables. The variables selected were: county of residence, senior class size, sex, racial background, grade point average, and type of school attended. Table 18 contains the percentage of respondents in each category. The chi-square technique was used to determine if any significant differences in sample distribution existed. The results of these analyses are summarized in Table 19.

Table 18
COMPARISON OF CURRENT AND FORMER HIGH SCHOOL SENIORS
ALONG SELECTED DEMOGRAPHIC CHARACTERISTICS

Characteristic	% of current H.S. sample N=825	% of former H.S. sample N=597
<u>County of high school</u>		
Racine	55	52
Winnebago	24	28
Grant	21	21
<u>Size of high school class</u>		
Small (149 or less students)	26	22
Medium (150-349 students)	39	36
Large (350 or more students)	35	42
<u>Type of high school</u>		
Privately-supported	15	19
Publicly-supported	84	81
<u>Sex</u>		
Male	44	48
Female	56	52
<u>Percentage of sample classified as white</u>	95	95
<u>Reported grade average</u>		
A or B	59	58
C or below	41	42

Table 19
RESULTS OF CHI-SQUARE ANALYSES ON SELECTED VARIABLES
OF CURRENT AND FORMER HIGH SCHOOL SENIORS

Variable	Chi-Square Value	Degrees of Freedom
County of residence	1.17	2
Sex	1.43	1
Class size	7.88	2*
Grade point average	0.76	1
Type of school	2.51	1

* Significant at 0.05 level

Since an equal proportion of both samples classified themselves as nonwhite (five percent), no chi-square analysis was performed for this variable. No significant differences at the 0.05 level were established between the two samples for the following variables: sex, race, type of high school attended (public or private), county of residence, and reported grade point average. A significant difference at the 0.05 level was obtained for the variable of senior class size. Significantly more of the former students were drawn from senior classes having enrollments of

350 or more. The effects of senior class size are discussed in detail in a later section. However, some relevant effects of this variable will be discussed where appropriate in this section.

A comparison of sources of help and services received by former and current high school seniors. The major resource personnel found to be helpful were the same for both current and former high school students. The major resources perceived as helpful by those involved in educational planning in both groups were: family members, high school counselors, other relatives and friends, high school teachers, and others attending school there. For those involved in occupational planning, the following were considered to be the most helpful resources: family members, other relatives and friends, others working there, high school counselors and high school teachers.

Although the same major resource personnel were rated the most helpful by both groups, there were some differences in the degree of helpfulness attributed to these resources. Table 20 lists the major resource personnel and the Index of Helpfulness (see page 15 for explanation of calculations) each obtained.

Table 20

INDICES OF HELPFULNESS ACHIEVED BY MAJOR RESOURCE PERSONNEL IN CAREER PLANNING AND PLACEMENT FOR CURRENT AND FORMER HIGH SCHOOL SENIORS

Resource Personnel	Educational Planning Helpfulness Index		Occupational Planning Helpfulness Index	
	Former	Current	Former	Current
Family members	124	137	93	112
Other relatives/friends	90	103	81	91
High school counselors	92	105	26	52
High school teachers	61	70	31	45

Former high school seniors rated the entire list of major resource personnel as less helpful than current students. Part of this discrepancy was attributed to the greater proportion of students from large schools in the former student sample. The former students from large high schools consistently rated all the major resource personnel as less helpful than did their cohorts in the small and medium-sized schools. However, this alone did not totally explain the discrepancy, because examination of the data from students of small and medium schools revealed that former students from these schools also rated the major resource personnel as less helpful than did their current senior peers. Therefore, the former high school seniors viewed the major resource personnel to be less helpful than did the current seniors. The magnitude of this difference, however, seems to be inflated by the large proportion of former seniors from large schools.

The two groups of students were also compared as to the guidance services they received. In this instance, again, the two groups were remarkably similar. Both groups of students reported that the five services received by the majority of students were: discussion of job and school plans with parents, achievement testing, aptitude testing, written materials about occupations and training programs, and educational

counseling. The percentage of current and former seniors receiving each of the services are compared in Table 21. No noteworthy differences appeared between the types of services former students received and those received by present students. Educational guidance and related testing continued to dominate guidance endeavors.

Table 21
COMPARISON OF THE GUIDANCE SERVICES RECEIVED
BY CURRENT AND FORMER HIGH SCHOOL STUDENTS

Placement Service or Activity	Percent of current seniors indicating "received service"	Percent of former seniors indicating "received service"
a. Aptitude tests	71	79
b. Achievement tests	70	75
c. Personality evaluations	45	42
d. Job tryouts or work experiences	43	31
e. Job interest inventories	36	29
f. Written materials about occupations or training programs	68	66
g. Career days, job fairs	44	48
h. Courses on occupations	40	29
i. Field trips to schools or employment agencies	40	31
j. Employment Service job bank	4	10
k. Information about job openings	47	42
l. Career information from courses taken	41	42
m. Help with exploring/evaluating further educational goals	55	54
n. Help with exploring and evaluating employment goals	38	38
o. Help with resolving personal problems relating to further education or work plans	37	30
p. Help with talking to parents about job or school plans	84	75
q. Training for interviewing or applying for a job	35	31
r. Training in how to get along on the job	28	24
s. Training for a specific occupation	28	37
t. Assistance in making application to college or training programs	32	40
u. Assistance in locating a specific job	43	43
v. Assistance by encouraging an employer to hire you	30	31
w. Assistance by working out special arrangements by explaining your special needs to an employer	17	18

Roadblocks to suitable educational or occupational placement. The major roadblocks anticipated by current students and those actually encountered by former students were quite similar. The major educational concerns voiced by both groups were choosing a program, meeting the entry qualifications, financial problems, and relocation. When a comparison is made between the percentage of students anticipating a problem and the percentage of students who actually reported encountering a problem, apparently with one exception the current high school seniors tended to overestimate the difficulties they might encounter (see Table 22).

Table 22

COMPARISON OF ROADBLOCKS TO EDUCATIONAL PLACEMENT ANTICIPATED BY CURRENT HIGH SCHOOL SENIORS AND ACTUALLY ENCOUNTERED BY FORMER SENIORS

Roadblocks to College or Training	% of current seniors indicating "anticipated roadblock" N = 600	% of former senior indicating "encountered roadblock" N = 385
a. Not knowing if able to meet the school or training qualifications	33	29
b. Not knowing what schools or training programs would like	50	62
c. Having problems with school or training applications, entrance exams/interviews	30	11
d. Not knowing where to apply for school or training programs	27	19
e. Having to move to attend a school or training program	30	21
f. Not having transportation to the school or training program	17	10
g. Not being accepted to a school or training program	17	4
h. The school or training program no longer accepting applications	15	5
i. Not being able to meet the educational requirements to enter the school or training program	15	5
j. Family not wanting person to enter the school or training program	6	7
k. Not being accepted into a school or training program because of race	1	*
l. Not being accepted into a school or training program because of sex	2	*
m. Not being accepted into a school or training program because of a handicap	3	1
n. After seeing the school or training program, not liking it	27	13
o. Not being able to afford to enter the program or school	40	27
p. Not having a high school diploma	4	*
q. Not being able to enroll in the school or training program because not able to find anyone to care for children	2	*

* Less than one percent

However, the one exception to this observation concerned "knowing what schools or training programs [they] would like." More of the former students reported encountering this as a problem. Therefore, apparently current high school students were aware of the various barriers that they might face in achieving suitable educational placement, but perhaps underestimated the importance of their selection of a college or training program.

The students were also queried as to the roadblocks to occupational placement they anticipated or encountered. The responses for each group appear in Table 23. Again, for the most part the current students tended

Table 23

COMPARISON OF ROADBLOCKS TO OCCUPATIONAL PLACEMENT ANTICIPATED BY CURRENT HIGH SCHOOL SENIORS AND ACTUALLY ENCOUNTERED BY FORMER SENIORS

Roadblocks to Job Placement	% of current seniors indicating "anticipated roadblock"	% of former senior indicating "encountered roadblock"
a. Not knowing what types of jobs able to do	40	51
b. Not knowing what types of jobs like to do	46	65
c. Having problems with job applications and interviews	20	16
d. Not knowing where to look for work	43	44
e. Having to move to find a job and not wanting to	14	8
f. Not having transportation to a job	20	18
g. Not being qualified for the job	49	31
h. Job not paying enough	49	44
i. Employer wanting someone experienced	67	50
j. Being too young for the job	38	22
k. Family not wanting person to take the job	9	9
l. Employers not hiring because of race	2	*
m. Employers not hiring because of sex	8	2
n. Employers not hiring because of a handicap	5	1
o. Not liking the employer's attitude	29	16
p. Dress and appearance being inappropriate	15	5
q. Hair cut or beard being a problem	17	8
r. No openings in jobs trained for	57	12
s. Not having a high school diploma	3	1
t. Not being able to take the job because not able to find anyone to care for children	4	*

* Less than one percent

to anticipate more problems than the former students actually reported. The current students seemed more concerned with their lack of qualifications

and experience. Perhaps the present tight labor market at the time of the study suggested to these students the importance of marketable skills in such a competitive sphere. In contrast, the former students perceived their major problems to have involved occupational selection. They reported that they frequently did not know what types of jobs they would like to do and what types of jobs they could do. The former students had more exposure to the work world and may, therefore, have had a better idea of the ramifications of their occupational decisions. As a result, while former students appeared to be more concerned with occupational selection, current students' decision-making was probably more centered on whether to work or attend school. Faced with the latter decision, current students possibly placed more emphasis on their probability of finding employment in a tight labor market.

Attitudes toward guidance process and placement. The current and former high school seniors were asked to indicate the importance of a variety of guidance services in terms of their contribution to occupational planning and placement. A point of interest concerned those who had been out of the high school for a few years possibly having a different outlook on which services are of most value. However, as is indicated in Table 24, only a slight discrepancy existed between the value current and former high school students placed on the various guidance services. Both groups seemed to place greatest emphasis on the counseling services and specific skill training. In terms of actual assistance with placement, these students seemed to want information on specific job openings and assistance in locating a specific job; however, they preferred to actually secure the job on the basis of their own efforts. Further support for the conclusion was found in the students' answers to questions concerning the school's responsibility for placement. Although 90 percent and 84 percent of the current and former students respectively indicated that "job finding skills and how to get along on the job" should be taught in the high school, only 37 percent of the current students and 36 percent of the former students felt the high school should "make sure" all students are placed into a job or further training.

Nevertheless, a few guidance services apparently became more important after the students were out of school for a few years. Former students evaluated both written materials about occupations and training programs as well as information about job openings as considerably more important. This is consistent with an earlier observation that these students perceived the major problem in both educational and occupational placement as that of selection among alternatives. Conversely, current seniors tended to view their choice at the level of whether to work or continue their education. The largest discrepancy, however, between current and former students was in the importance they attached to "help with resolving personal problems related to further education or work plans." Former students ranked this as considerably more important than current students. Perhaps these students' experiences with various occupational and educational roles have made them more sensitive to the interrelationship of these roles and other aspects of their lives, including their personal adjustment. This conclusion received considerable support in the comments volunteered by the former students. They frequently indicated that the high school should make them more aware of the realities of the post-high school world and the implications of the various decisions they had made concerning high school curricula. Furthermore, they urged that high school students should be exposed to these concerns early in their school years.

Table 24

COMPARISON OF THE IMPORTANCE ATTACHED TO THE VARIOUS GUIDANCE SERVICES BY CURRENT AND FORMER HIGH SCHOOL SENIORS

Placement Service or Activity	Rank order of importance --current	Rank order of importance --former
a. Aptitude tests	15.5	17
b. Achievement tests	15.5	18
c. Personality evaluations	20	20
d. Job tryouts or work experiences	9	12
e. Job interest inventories	18.5	15
f. Written materials about occupations or training programs	12	7
g. Career days, job fairs	18.5	19
h. Courses on occupations	11	12
i. Field trips to schools/employment agencies	17	16
j. Employment Service job bank	23	22
k. Information about job openings	7	1.5
l. Career information from courses	14	14
m. Help with exploring and evaluating further educational goals	3	3.5
n. Help with exploring and evaluating employment goals	5	5.5
o. Resolving personal problems relating to further education or work plans	13	5.5
p. Talking to parents about job or school plans	1	3.5
q. Training for interviewing or applying for a job	4	8.5
r. Training in how to get along on the job	8	12
s. Training for a specific occupation	2	1.5
t. Assistance in making application to college or training programs	10	8.5
u. Assistance in locating a specific job	5	10
v. Assistance by encouraging an employer to hire you	21	23
w. Assistance by working out special arrangements by explaining your special needs to an employer	22	21

Summary. There were few differences between current and former high school seniors in terms of the sources of help and services they received in educational and occupational placement. Current students also seemed to have a realistic idea of the barriers they might encounter in achieving educational or occupational placement. On the basis of the problems current and former students confronted in the occupational realm and the value they attached to the various guidance services, the following four areas appeared to need emphasis on the high school level:

1. Increased opportunities for students to explore and evaluate occupational goals, with greater attention to career counseling and the ramifications of various educational and occupational choices.

2. More attention to specific occupational preparation on the high school level. Many students, both current and former, felt they have no marketable skills.
3. More information on both local job openings and occupational projections as well as the various routes for securing the desired employment. These students also desired information on the various sources of job leads.
4. Greater use of the referral service on the high school level. Remarkably few high school students were receiving help through the Job Service (formerly WSES) and the Division of Vocational Rehabilitation.

All of the various guidance services presented were rated by both groups of students as having a potential contribution to occupational planning and placement. However, the frequency with which these services were received did not reflect their importance in these matters. The comparison of the responses of current and former high school seniors suggested that current students are able to realistically appraise their guidance needs.

PART IV
SURVEY OF CURRENT AND
FORMER VTAE STUDENTS

Analysis of Responses of Current VTAE Students

Description of the respondents. The 907 students enrolled in vocational and technical institutes who responded to the questionnaire presented the following characteristics:

- Gateway represented 58.8 percent of the sample, Fox Valley included 30 percent, and Southwest Wisconsin had 10.9 percent of the total.
- Past senior high school classes were distributed with 31.5 percent from small schools, 25.3 percent from medium schools, and 37 percent from large.
- Only 11 percent reported taking a course in high school that related to trade or occupational preparation, namely industrial arts and office and business occupations.
- The respondents were approximately 50 percent male and 50 percent female.
- Eighty-nine percent indicated their racial background as white.
- Those 20 years old and under composed 43 percent of the sample. Those 20-29 years of age represented 41 percent of the sample. Thirteen percent were between the ages of 30 and 44 years and only three percent of the sample reported their age as over 44 years.
- Seventy-one percent were single and 28 percent were married.
- Sixty-six percent had finished the equivalent of a high school education. Eighteen percent completed one year of post-secondary education and eight percent had two or more years of post-secondary training.
- Grade point average in high school was reported as A or B by 42 percent and as C or below by 53 percent.
- At the present time 80 percent are full-time and 20 percent are part-time VTAE students.
- Occupational status had 8 percent as homemakers, 19 percent as full-time workers, 34 percent part-time employees and 38 percent unemployed.
- Seventy-four percent stated they had prior work experience. This information was categorized by type and variety of experience:

Percent of all respondents	Type of experience
7	Occasional jobs, such as mowing lawns
4	During the school day (work-study)
5	Cooperative work experience as part of school program
54	Steady job, after school
20	Summer job

In addition, 59 percent stated they participated in one of these categories, 13 percent indicated two categories, and two percent referred to three categories of possible employment.

- Thirty-four percent received their first job through applications and interviews. Sixteen percent continued employment in a job held during high school. Only eight percent obtained a job through a friend.
- Twenty-four percent received information from other relatives or friends concerning the availability of their first job; seventeen percent were informed by family members.
- Knowledge of the first job was obtained by 13 percent through want ads and by nine percent through applications and interviews.

In summary, the sample of current VTAE students contained a population that is representative regarding the variables of sex, age, race, educational level, marital status, grade point average, occupational status, and VTAE districts. The current VTAE student sample responses suggested that these students were anticipating encountering career decisions in both educational and occupational matters.

Sources of help used by current VTAE students. The question regarding sources of help with planning for college or training was answered by 92 percent of the sample. The data was subsequently synthesized utilizing the helpfulness index and is reported in Table 25.

In educational planning the present VTAE students regarded family members as most helpful with this source being indicated as "quite a lot" or "some" help by 68 percent of the sample. High school counselors with 54 percent and other relatives or friends with 51 percent also ranked as major sources of aid. The students further responded that the vocational-technical school counselors were "helpful" with 48 percent indicating this source. Additional sources of help were high school teachers with 34 percent, and someone attending school there with 27 percent. The helpfulness index indicated the relative importance of the previously listed sources. The index of helpfulness was larger for family members, 95; high school counselors, 70; vocational-technical school counselors, 62; and other relatives or friends, 64; in comparison with the following categories of high school teachers, 40; and someone attending school there, 32.

The responses to occupational planning displayed similar patterns such that family members were perceived as helpful by 67 percent of the respondents, other relatives or friends by 49 percent, someone working there by 38 percent, high school counselors by 23 percent, high school teachers by 20 percent, and vocational-technical school counselors by 19 percent. The helpfulness index demonstrated the same trend however, with a noticeable drop after the first three categories.

The helpfulness of the major resource personnel in the two aspects of career planning, educational and occupational, is summarized in Table 26. It would appear from examination of these data that the current VTAE students relied on similar resource persons in both educational and occupational planning; however, without exception all of these key resource persons were reported as more helpful in educational than occupational matters. It appeared that not only had these students received more help

Table 25

HELPFULNESS ATTRIBUTED TO SELECTED RESOURCE PERSONNEL IN CAREER
PLANNING AND PLACEMENT BY CURRENT VTAE STUDENTS

Source of Help	Educational Planning					Occupational Planning				
	Number of respondents	Percentage indicating "quite a lot" of help	Percentage indicating "some" help	Helpfulness Index ¹	Helpfulness Index ranking order	Number of respondents	Percentage indicating "quite a lot" of help	Percentage indicating "some" help	Helpfulness Index ¹	Helpfulness Index ranking order
a. high school counselor	834	16	38	70	2	837	6	17	29	4
b. high school teacher	818	6	28	40	5	831	5	15	25	5
c. high school placement officer	806	1	5	7	12.5	830	1	3	5	12
d. vocational-technical school counselor	844	14	34	62	4	837	5	14	24	6
e. voc-tech school teacher	819	6	12	24	7	829	4	9	17	8.5
f. voc-tech school placement officer	812	2	7	11	9	827	2	5	9	10
g. Wisconsin State Employment Service	816	2	6	10	10.5	834	3	11	17	8.5
h. private employment agency	809	*	1	1	17	823	1	2	4	14
i. Division of Vocational Rehabilitation	811	3	1	7	12.5	829	2	1	5	12
j. professional associations and trade unions	798	3	4	10	10.5	820	1	3	5	12
k. family members	841	27	41	95	1	840	23	34	80	1
l. other relatives or friends	818	13	38	64	3	841	15	34	64	2
m. someone attending school there	805	5	22	32	6	-	-	-	-	-
n. someone working there	-	-	-	-	-	831	14	24	52	3
o. previous or current employer	807	3	8	14	8	826	5	12	22	7
p. college recruiter	804	*	2	2	25.5	826	*	1	1	16.5
q. military service recruiter	806	1	2	4	14	828	*	2	2	15
r. a clergyman	801	*	2	2	25.5	826	*	1	1	16.5

* Less than one percent

¹ For computation of this score see page 15.

with educational decisions, but that they were also more likely to have received such help from a greater number of sources. For example, while approximately one-half of the students reported receiving educational help from their families, other relatives and friends, and high school and VTAE counselors, occupational planning assistance was reported to be received only from family members and other relatives and friends by a similar percentage of students.

Table 26
COMPARISON OF RESOURCE PERSONNEL PERCEIVED AS MOST HELPFUL
IN CAREER PLANNING BY CURRENT VTAE SCHOOL STUDENTS

Resources	Educational Planning		Occupational Planning	
	Helpfulness Index ¹	% indicating quite a lot or some help	Helpfulness Index ¹	% indicating quite a lot or some help
Family members	95	68	80	57
High school counselors	70	54	29	23
Other relatives/friends	64	51	64	49
Vocational-technical counselors	62	48	24	19
High school teachers	40	34	25	20
Someone working there	--	--	52	38
Someone attending school there	32	27	--	--

¹ For computation of this score see page 15.

In addition, the sample was provided with the opportunity to indicate any other sources of help. The responses often indicated that the students considered themselves as the ones who helped in their planning. They considered themselves as the valuable resource of help in this aspect of their careers. The remainder of the comments stated that the Veterans Administration, fellow employees, the WIN program, community organizations, physicians, etc., provided help with future planning. The range of comments indicated that numerous sources served as resources for educational planning. The following list provides a summary of the comments and their frequency.

1. Myself (5)
2. Veterans Administration and VA counselors (3)
3. Social Services Department--Work Incentive Program (2)
4. Fellow employees (2)
5. Community Aid Program (1)
6. Goodwill Industries (1)
7. Physician (1)
8. Director of school of nursing (1)

The sources of help listed in the question pertaining to occupational planning incorporated a majority of the comments. The responses revealed divergent sources of aid. "Myself" was the most frequent answer. The students indicated that only their searching and perseverance enabled them to find information for their future careers. Other main resources were the Veterans Administration and their programs, people presently in their future occupational fields and newspaper ads. The three areas demonstrated

that sources of help are in various locales that people may or may not consider as resources. The following list contains the responses and their frequency of response.

1. Myself (10)
2. Someone working in my occupational field (3)
3. Newspaper ads (2)
4. Veterans Administration and its outreach program (1)
5. WIN program (1)
6. State legislators (1)
7. Physicians (1)
8. Advertising concerning jobs and their availability for future years (1)

Roadblocks to educational and occupational placement for current VTAE students. Lists of various roadblocks to college or training were presented to the current VTAE students. The sample indicated whether or not they had experienced the listed problems by designating a "yes" or a "no." Major problems and the indicated "yes" percentages were as follows:

1. I didn't know what schools or training programs I would like (52%)
2. I didn't know if I could meet the school or training qualifications (30%)
3. I couldn't afford to enter the program or school (16%)
4. I would have had to move to attend a school or training program (16%)
5. I didn't know where to apply for school or training programs (13%)

The sample also commented on any additional roadblocks they encountered. The range of comments was wide, extending from basic program choice to distance from school. The comments generally reflected difficulties in decisions concerning appropriate programs and the length of the waiting lists. The lack of a definite educational goal hindered many people in their educational endeavors. Specific ideas relating to programs and subsequent occupational roles were deficient in career goals. The problem of waiting lists presented students with obstacles in achieving their career goals. Several respondents indicated trouble in locating housing, home-work-school time schedule conflicts, and insufficient counseling. In addition, basic problems of working, having a family and going to school created a burden for certain students. Inadequate information and poor communication between school officials and students regarding programs and registration material were cited by other students. Additionally, many responses discussed unique situations.

Concerning roadblocks to suitable job placement the current VTAE students anticipated the following major areas with the percentage of those who responded "yes" appearing in parentheses:

1. The employer will want someone experienced (53%)
2. There may be no openings in the jobs I've been trained for (40%)
3. The job won't pay enough (36%)
4. I won't know what types of jobs I'd like to do (31%)
5. I won't know where to look for work (27%)
6. I might not be qualified for the job (26%)

The major roadblocks dealt primarily with experience, qualifications, and career decisions. The rising rate of unemployment at the time of testing

concerned the students to a considerable degree. In addition, comments were recorded regarding problems in securing job placement. The "tight" job market reflected the immediate concern of many students. One individual even referred to the effects of supply and demand which summarizes the responses in this category quite appropriately. The next category of responses related to such personal characteristics as age, physical health, and personality characteristics. Some older students felt their ages would hinder job placement. The state of health has caused problems for students with chronic illnesses that will persist in the future. Personalities of employees have interfered with their job functioning. The diversity of problems mentioned by students is characterized by the following list of comments:

1. Job market and job availability (19)
2. Age (5)
3. Physical health (3)
4. Personality problems (3)
5. Varied work schedules (2)
6. Suitable job atmosphere (1)
7. Former alcoholic (1)
8. Offender history (1)
9. Overqualified for jobs (1)
10. Being pregnant (1)
11. Foreigner with speech accent (1)
12. Differences in two and three year nursing programs may lead to difficulties in job qualifications (1)
13. Religion--can't work Friday evening and Saturday (1)
14. Being out of job market for ten years (1)
15. Physical attributes, height (1)

Comparison of the two sets of data suggested a great deal of concern about job planning. The students experienced problems related to insufficient information and basic decision-making concerns that have affected future planning. Their job planning concerns centered upon lack of experience, limited job openings, low wages and limited job orientation and awareness. High rates of unemployment caused concern for the students. Furthermore, knowledge of the job market and processes inherent in career planning are deficient. Anticipation of problems can be used as information especially when experience has indicated their occurrence.

Participation by current VTAE students in various guidance services and the relative importance they attach to these services. The current VTAE students were presented a list of guidance services and asked to indicate their level of participation in these services. Table 27 presents the percentages of students who reported receiving these services. The list of services represented the guidance functions of appraisal, counseling, informational, planning and preparation, follow-up and placement. Students indicated greatest participation in aptitude and achievement tests, use of materials about occupations or training programs, talking to parents about job or school plans, and training for a specific occupation. Approximately 60 to 80 percent of the sample indicated their participation in these services. Approximately one-half of the students also participated in or received personality evaluations, information about job openings and career information from course work.

Relating the level of participation to roadblocks anticipated in which experience and qualifications were the most notable, training for a specific job was mentioned by 61 percent but work experience was an

Table 27

SERVICES RECEIVED BY CURRENT VTAE STUDENTS AND THE IMPORTANCE THEY
ATTACH TO THESE SERVICES IN TERMS OF OCCUPATIONAL PLANNING AND PLACEMENT

Placement Service or Activity	Percent Receiving Service	Rank Order	Importance Index*	Rank Order
a. Aptitude tests	83	1	92	18
b. Achievement tests	74	2	87	19
c. Personality evaluations	51	6	95	17
d. Job tryouts or work experiences	37	12.5	118	7
e. Job interest inventories	28	20	75	20
f. Written materials about occupations or training programs	66	3	108	11
g. Career days, job fairs	34	15	68	22
h. Courses on occupations	31	17.5	102	14.5
i. Field trips to schools/employment agencies	36	14	72	21
j. Employment Service job bank	8	24	43	25
k. Information about job openings	45	7	124	4
l. Career information from courses taken	44	8	112	8.5
m. Help with exploring & evaluating further educational goals	42	10	121	5
n. Help with exploring and evaluating employment goals	31	17.5	119	6
o. Help with resolving personal problems relating to further education/work plans	30	19	112	8.5
p. Help with talking to parents about job or school plans	62	4	102	14.5
q. Training for interviewing or applying for a job	43	9	132	2
r. Training in how to get along on the job	37	12.5	126	3
s. Training for a specific occupation	61	5	149	1
t. Assistance in making application to college or training programs	32	16	104	13
u. Assistance in locating a specific job	40	11	111	10
v. Assistance by encouraging an employer to hire you	31	17.5	45	24
w. Assistance by working out special arrange- ments by explaining your special needs to an employer	17	22	56	23
x. Contact to discuss problems about your job	15	23	101	16
y. Contact to determine your satisfaction with the school program	23	21	106	12

* For explanation of calculation, see page 15.

activity of only 37 percent. This indicated that occupational training was developed but work experience was not. Students listed lack of knowledge of their vocational interest and job openings as roadblocks but their participation in them was limited, i.e. job interest inventories, 28 percent; exploring and evaluating employment goals, 31 percent; and information about job openings, 45 percent. The problem of where to look for work was anticipated by 27 percent but participation in the Wisconsin State Employment Service job bank involved only 8 percent. The activities in which the students participated did not reflect the occupational problems they anticipated.

In conjunction with these services the students rated their level of importance in regard to occupational planning and placement. These data are presented in Table 27. Twenty-one of the 25 categories have "very important" plus "somewhat important" percentages of 80 percent and larger. The students greatly valued these services and activities. Regarding the importance index the students listed their preferences as follows:

1. Training for specific occupations
2. Training for interviewing or applying for a job
3. Training in how to get along on the job
4. Information about job openings
5. Help with exploring and evaluating educational goals
6. Help with exploring and evaluating employment goals
7. Job tryouts or work experiences
8. Career information from courses
9. Help with resolving personal problems
10. Help in locating a specific job

Analysis of these data demonstrated the concern for occupational training and job entry. Concern for self and vocational exploration was established as well as occupational information.

Further suggestions were recorded by students in regard to job placement or educational placement of students. A majority of the comments centered on a unified system of accurate up-to-date occupational information and its effective communication to students. The students desired "better" information of the current job trends and openings. The respondents felt a void existed in this area as well as its dispersal by "qualified" personnel. Another category of interest was communications between industry and schools. Improvement of the employers' relations with the schools and their programs would create a more informed occupational community. A majority of the other responses concerned the improvement of counselor education, placement information and job information such as wages, atmosphere, etc. The students wanted an overall view of the work world. These same students further saw a need for more tests (aptitude, achievement, personality evaluations, interest inventories, etc.) to survey their abilities and assess them as they apply to future occupations. Job hiring practices were accused of false representation and even hiring of relatives was considered to be undesirable. The following list surveys the comments concerning desired improvements with their respective frequencies.

1. Survey of jobs available and those still in demand should be available to students (13)
2. More people, i.e. counselors, available to answer questions on education (10)
3. Bigger interest by potential employers in the school programs and graduates (10)
4. Contacts with students periodically to aid in appropriateness of choices (8)
5. More informed placement people, especially counselors (8)
6. More information about jobs, atmospheres, etc. (6)
7. More aptitude tests, achievement tests, personality evaluations, exploring and evaluating further educational goals, training for a specific occupation (4)
8. Financial aid easier to obtain and various types (3)
9. Preparation for a life-long job and job performance (2)
10. Information on qualification requirements for jobs (2)

11. Discard outdated material, and educate counselors (2)
12. Baby-sitting services (2)
13. Applications and interviews available often through final semester (2)
14. More unified information system (2)
15. Better information from job catalogs, promotions, etc., i.e. more specific information (2)
16. Encourage students to contact counselors so they can be helped in the right direction (2)

With these data a comparison of the rank order of the services and activities was possible. The rank order of the importance index to a large extent deviated from the rank order of the percent receiving service. Appraisal services were regarded as comparatively unimportant, but commanded a high level of participation. Informational activities retained some similar aspects except for greater importance placed on job openings and less importance upon career days. Counseling activities showed a marked increase in importance as compared to participation. Furthermore, the students felt that discussion with parents about plans was less important. Planning and preparation showed an increase in importance whereas placement maintained a less important role. Contact to discuss job problems and satisfaction with school program increased in importance but still were in the middle of the rankings.

Attitudes toward school's responsibility for placement. Two specific questions requiring a "yes" or a "no" answer attempted to ascertain the high school's responsibility for placement. Ninety-one percent stated that they believed in the teaching of job-finding skills and how to get along on the job. Comments on placement indicated the desire for courses in careers and vocational information to further emphasize the interest of the present sample. The second question involved the school's responsibility for placement in school training programs or in the job market. Only 40 percent responded "yes" to the belief in this aspect. In other words the VTAE students wanted high school occupational programs but they were divided as to the school's direct responsibility for post-high school placement.

Summary. The current VTAE students indicated that family members, other relatives and friends were the most helpful in educational and occupational planning with high school and vocational counselors helping in these respects. People either in schools or in current jobs have also aided these students. Lack of training, insufficient job information and indecision concerning career goals were roadblocks to educational placement. Similar factors related to anticipated job placement roadblocks. The sample indicated their participation in guidance services and activities with the major emphasis upon appraisal, job training and career discussions with parents. The importance index described the students' favorable attitudes toward guidance activities. A majority of the services were described as very important, especially job planning and preparation. The participation level differed considerably with the "valued" activities. Comments to the various questions reiterated the questionnaire's listings but also added dimensions to the areas of concern. Student's desirability for additional career courses, information and aid with decision-making were repeatedly enumerated. The population has been participating in vocational programs but requested further job-related information such as that concerning job openings, job possibilities, and training in specific occupations.

Analysis of Responses of Former VTAE Students

Description of the respondents. The former VTAE students who responded to the questionnaire presented the following characteristics.

- Approximately 22 percent previously attended Fox Valley, 56 percent attended Gateway, and 12 percent attended Southwest Wisconsin.
- In this sample, 34 percent attended a small high school, 24 percent a medium one, and 36 percent a large high school.
- Ninety percent classified their racial background as white.
- Males represented 63 percent and females 37 percent.
- The age was distributed as follows: less than 20 years of age, three percent; 20-29 years of age, 71 percent; 30-44 years of age, 20 percent; and older than 44 years, 6 percent.
- One-half of the former students were married and one-half were single.
- When asked to indicate the highest grade completed, the former VTAE sample presented the following breakdown:

4% - 11 years or less	19% - 13 years
32% - 12 years	45% - 14 years or more
- Previous high school grade point was described by 44 percent as A or B, and by 56 percent as C or below.
- Eight percent indicated they had taken a vocational or trade preparation course in high school, mainly referring to office occupations and industrial arts.
- Seventy-two percent stated that they had work experience during high school. This information was classified by type and variety of experience:

Percent of all respondents	Type of experience
8.8	Occasional jobs, such as mowing lawns
4.1	During the school day (work-study)
4.4	Cooperative work experience as part of school program
49.5	Steady job, after school
22.4	Summer job

In addition, 57.4 percent stated experience in one of these categories, 11.9 percent in two categories, and 2.7 percent in at least three.

- Regarding their first employment, 25 percent indicated they continued on jobs held during high school. Twenty-four percent applied and interviewed in order to receive their first job. Fourteen percent were told about the job opening by other relatives or friends. Thirteen percent discovered their jobs in the want ads and 9 percent had interviews and submitted applications.
- The population at present revealed the following profile:

3.6% full-time homemakers
74.0% working full-time

- 10.2% working part-time
- 7.1% unemployed but seeking work
- 2.2% unemployed not seeking work

- Concerning educational activities, 74.5 percent are not in school, 9.7 percent are full-time and 15.6 percent are part-time students.
- Pertaining to the segment enrolled in school, approximately two-thirds are in a VTAE school and one-third attend a university.
- Fifty-five percent of the respondents are employed in occupations or related areas of training. Six percent reported employment in unrelated fields and eight percent decided to withdraw from their field of training.

Approximately 46 percent or 411 of the former VTAE students returned properly completed questionnaires. To determine the representativeness of this sample, 40 nonrespondents were randomly selected. Thirty-eight were subsequently located and contacted by telephone. Selected questions from the original questionnaire were used. The comparison of the demographic characteristics is summarized in Table 28. The chi-square statistical test was used to identify significant differences between the respondent and nonrespondent groups.

Table 28
COMPARISON OF SELECTED CHARACTERISTICS OF NONRESPONDENTS
AND RESPONDENTS IN THE FORMER VTAE SAMPLE

Characteristic	Percentage of Respondents N=411	Percentage of Nonrespondents N=38	Chi- Square Value	Degrees of Freedom
Age				
29 years and under	74	87	3.0817	1
30 years and over	26	13		
Race				
White	90	94	0.6527	1
Nonwhite	9	6		
Marital status				
Married	49	45	0.3022	1
Single	50	55		
Sex				
Male	63	71	1.4300	1
Female	37	29		
Occupational status				
Working full-time	74	87	8.3424*	2
Working part-time	10	3		
Other	16	10		
Post-secondary education				
Enrolled in post- secondary education	25	11	4.1577*	1
Not enrolled	75	89		

* Significant at 0.05 level

Significant differences were found in occupational status and post-secondary educational status at the 0.05 level. Significantly more former VTAE students were working full-time than indicated in the respondent group. Evidence suggested that the sample of 411 were working less and subsequently, a larger number were enrolled in school than was indicative of the nonrespondents. Educational and occupational status and their relation to responses are outlined in a succeeding section.

The group of 38 were also asked questions relevant to sources of help with college or training. The sample provided insufficient information due to the limited number of responses concerning sources of aid. These distributions, consequently, did not permit valid statistical analysis.

The sample further responded to questions concerning roadblocks to job placement. Table 29 provides a summary of the data analyses.

Table 29

COMPARISON OF THE ROADBLOCKS TO JOB PLACEMENT ENCOUNTERED BY THE RESPONDENTS AND NONRESPONDENTS IN THE FORMER VTAE SAMPLE

Roadblocks to Job Placement	Percent of Respondents Encountering Roadblock N=411	Percent of Nonrespondents Encountering Roadblock N=38	Chi-Square Value	Degrees of Freedom
I didn't know what types of jobs I could do	25	21	0.8052	1
I didn't know what jobs I'd like to do	40	39	0.4069	1
I had problems with job applications and interviews	12	5	2.0560	1
I didn't know where to look for work	18	8	3.0903	1
I would have had to move to find a job and I didn't want to	11	13	0.0415	1

The significance level of 0.05 was utilized and indicated no significant differences in responses between the two groups.

To summarize the data from the nonrespondents, the apparent fact was that the former students who are working and not enrolled in school are underrepresented in the respondent group. The similarity in responses to roadblocks suggested coincidence of factors for job placement. The remainder of the demographic data presented similar and comparable characteristics.

Sources of help used by former VTAE students. The former VTAE students indicated the degree of helpfulness, i.e. quite a lot, some, no help, and no contact, regarding a list of sources of help for educational and occupational planning. Former VTAE students who had wanted to enroll in, a post-secondary educational or training program or who had actually enrolled rated the various sources for helpfulness in educational planning. Likewise, the former students who were currently working or had attempted to procure a job since high school were instructed to rate the amount of

help received from the sources in occupational planning. Regarding the sources of help, the unscored population remained in the range of six to 13 percent of the sample. Percentages for the sources of help that received "quite a lot of help" or "some help" are listed in Table 30. The helpfulness index was used as a further analysis measure.¹

Table 30
DEGREE OF HELPFULNESS OF SELECTED RESOURCES AND PERSONS IN CAREER
PLANNING AND PLACEMENT AS PERCEIVED BY FORMER VTAE STUDENTS

Sources of Help	Educational Planning					Occupational Planning				
	Number of Respondents	Percentage indicating "quite a lot" of help	Percentage indicating "some" help	Helpfulness Index ¹	Rank Order	Rank Order	Helpfulness Index ¹	Percentage indicating "quite a lot" of help	Percentage indicating "some" help	Number of Respondents
a. high school counselor	385	14	41	71	2	7	21	3	15	365
b. high school teacher	378	7	32	46	5	8	19	3	13	369
c. high school placement officer	367	*	7	7	13.5	14	4	1	1	362
d. vocational-technical school counselor	374	9	29	47	4	6	28	5	18	367
e. vocational-technical school teacher	372	12	20	44	7	3	46	13	20	368
f. vocational-technical school placement officer	371	2	9	13	9	10	16	3	10	363
g. Wisconsin State Employment Service	372	2	7	11	10	9	17	4	9	366
h. private employment agency	373	*	3	3	16.5	13	5	1	3	363
i. Division of Vocational Rehabilitation	375	4	1	9	11.5	12	6	2	2	365
j. professional associations and trade unions	371	2	5	9	11.5	11	8	2	4	359
k. family members	382	17	42	76	1	1	57	12	33	371
l. other relatives or friends	378	12	38	62	3	2	55	13	29	368
m. someone attending school there	371	7	26	40	6	-	-	-	-	-
n. someone working in that job	-	-	-	-	-	4	40	11	18	366
o. previous or current employer	373	3	14	20	8	5	30	7	16	370
p. college recruiter	371	*	3	3	16.5	16.5	2	*	2	364
q. military service recruiter	371	1	5	7	13.5	16.5	2	*	2	363
r. a clergyman	366	*	4	4	15	15	3	*	3	361

* Less than one percent

¹ For computation of this score see page 15.

Pertaining to educational planning the former VTAE students rated family members as most helpful in planning and placement. Fifty-nine percent indicated some degree of help from this resource. High school counselors who were listed second in the rank order were perceived as helpful by 58 percent of the sample. Other relatives or friends were indicated by 56 percent, high school teachers by 39 percent, vocational-technical school counselors by 38 percent, someone attending school there by 33 percent, and vocational-technical school teachers by 32 percent. The sample also provided additional comments pertaining to sources of help. The few additional comments were diversified. They ranged from the Veterans Administration to "themselves." Other comments included the WLN program and personal experience. The remainder of the comments reinforced the previously listed categories.

The assistance former students received with occupational planning was also examined. Again, family members were the major source of help mentioned. Forty-five percent of the students considered family members as helpful. Other relatives or friends were reported as helpful by 42 percent of the students. Vocational-technical school teachers were rated as helpful by 33 percent, someone working in that job by 29 percent, previous or current employers by 23 percent, and vocational-technical school counselors by 23 percent. Comments were solicited for additional sources. The sources consisted of newspaper ads, the Veterans Administration, WLN, Community Action, a psychiatrist, and "themselves." These comments outlined a range of possibilities for additional assistance.

The major resources in educational and occupational planning are listed in Table 31. In comparison the percentages for educational planning were

Table 31
COMPARISON OF THE MAJOR RESOURCE PERSONNEL PERCEIVED AS MOST
HELPFUL IN CAREER PLANNING BY FORMER VTAE STUDENTS

Resource Personnel	Educational Planning		Occupational Planning	
	Helpfulness Index*	% Receiving Help	Helpfulness Index*	% Receiving Help
Family members	76	59	57	45
High school counselors	71	55	19	16
Other relatives/friends	62	50	55	42
Vocational-technical school counselor	47	38	28	23
High school teacher	46	39	19	16
Vocational-technical school teacher	44	32	46	33
Someone attending school there	40	33	--	--
Someone working in that job	--	--	40	39
Previous/current employer	20	17	30	23

* For explanation of calculation, see page 15.

higher, the highest percentage being 59 percent, whereas those for occupational planning were relatively lower, i.e. the highest percentage was 45 percent. Help in educational planning was significantly higher due to the fact that 25 percent of the total sample are enrolled in some form of school. The sources in the first 8 places of rank order are relatively

the same but their positions are not, such as high school counselors whose position changed from second to seventh. In educational planning family and school resources have given assistance whereas in occupational endeavors a greater emphasis was conferred upon family members, and other relatives and friends. The school resources were helpful in occupational planning but to a lesser degree than family and friends. A related factor in occupational planning and placement was information regarding their first employment. Interviews, applications and want ads have aided these former VTAE students. In addition, relatives or friends have provided information.

To summarize the data, relatives and friends provided the greatest aid to the sample in both educational and occupational planning. However even these sources of help were mentioned as helpful by only about one-half of the sample. School personnel were reported as helpful in educational planning by approximately one-third to one-half of the sample, but noted as less helpful in occupational matters.

Roadblocks to educational and occupational placement encountered by former VTAE students. A set of roadblocks or problems relating to post-secondary education or training that the former VTAE students may have encountered was presented. The sample indicated their experience of the roadblocks by marking the "yes" column. The most frequent problems and their percentages are presented in Table 32.

Table 32
ROADBLOCKS ENCOUNTERED BY FORMER VTAE SCHOOL STUDENTS
IN OBTAINING SUITABLE EDUCATIONAL PLACEMENT

Roadblock	% of Sample Reporting "Encountered Problem"
1. I didn't know what schools or training programs I'd like	50
2. I didn't know if I could meet the school or training qualifications	26
3. I couldn't afford to enter the program/school	20
4. I would have had to move to attend a school or training program	17
5. I didn't know where to apply for school or training programs	14

The majority of the former VTAE students indicated that they did not know which school or training program they would like. Deficiencies in decision-making processes relating to career goals were evident in this aspect of educational placement. The sample indicated additional roadblocks relating to informational aspects of qualifications, financial considerations, relocation and lack of knowledge about applications. Informational concerns were further evident in the major roadblocks listed. Additional comments described family commitments which conflicted with class schedules. Difficulties with the Veterans Administration and obtaining financial aid also posed problems for the former students.

Further consideration was given to roadblocks experienced in suitable job placement. A list of roadblocks was presented and the former VTAE

students indicated their experiences with the various problems. Table 33 summarizes the data and the major roadblocks.

Table 33
ROADBLOCKS ENCOUNTERED BY FORMER VTAE STUDENTS
IN LOCATING SUITABLE JOB PLACEMENT

Roadblock	% of Sample Reporting "Encountered Problem"
1. I didn't know what types of jobs I'd like to do	40
2. The employer wanted someone experienced	35
3. The job didn't pay enough	30
4. I didn't know what types of jobs I could do	25
5. There were no openings in the jobs I've been trained for	18
6. I didn't know where to look for work	18

The most frequently indicated problem for these former students was difficulty identifying jobs of interest to them. This was indicated as a problem by 40 percent of the sample. Lack of experience interfered with job placement for 35 percent of the respondents. Insufficient wages hindered 30 percent. Insufficient ability level regarding job possibilities had deterred 25 percent. Lack of job openings and knowledge about them were experienced by 18 percent respectively. The sample also provided comments concerning job placement. The responses generally pertained to the job market at the time of the study and the employer's attitude toward an associate degree. Some former students listed working hours, poor placement services and overqualification as roadblocks.

Comparison of the roadblock data suggested that the most frequent problems encountered by former VTAE students concerned relating educational and occupational possibilities to personal desires. The sample indicated they experienced problems concerning which schools and job were appropriate to their careers. Lack of informational factors influenced roadblocks to educational placement whereas inexperience and low wages influenced occupational placement. Financial concerns and relocation were evident in educational placement. The job market and insufficient knowledge of job openings further hindered job placement. In summary the roadblocks can be listed as problems in the self-assessment, informational, and financial areas.

Participation by former VTAE students in various guidance services and the relative importance they attach to these services. The former VTAE students were presented a list of guidance services and asked to indicate their participation in these services with a "yes" or "no" response. The percentages were rank-ordered and appear in Table 34. The sample indicated their greatest participation in aptitude tests (81%), training for specific occupations (72%), achievement tests (72%), written materials about careers (61%), information about job openings (60%), and personality evaluations (58%). The least frequent services were job placement follow-up contact and use of the Job Service job bank.

Besides participation level, the sample evaluated the importance of the guidance services. The importance index was used to combine

Table 34

SERVICES RECEIVED BY FORMER VTAE STUDENTS AND THE IMPORTANCE
THEY ATTACH TO THESE SERVICES IN TERMS OF THEIR CONTRIBUTION
TO OCCUPATIONAL PLANNING AND PLACEMENT

Placement Service or Activity	Percent Receiving Service	Rank Order	Importance Index*	Rank Order
a. Aptitude tests	81	1	99	17
b. Achievement tests	72	3	95	18
c. Personality evaluations	58	6	104	16
d. Job tryouts or work experiences	36	13	121	8.5
e. Job interest inventories	26	20.5	83	20
f. Written materials about occupations or training programs	65	4	116	10.5
g. Career days, job fairs	38	12	72	22
h. Courses on occupations	30	18	108	14
i. Field trips to schools/employment agencies	35	14	77	21
j. Employment Service job bank	15	24	54	24
k. Information about job openings	60	5	140	2
l. Career information from courses taken	48	8	113	13
m. Help with exploring/evaluating further educational goals	34	15	127	5.5
n. Help with exploring and evaluating employment goals	32	17	125	7
o. Help with resolving personal problems relating to further education or work plans	26	20.5	116	10.5
p. Help with talking to parents about job or school plans	53	7	94	19
q. Training for interviewing or applying for a job	49	8	135	4
r. Training in how to get along on the job	40	11	134	3
s. Training for a specific occupation	73	2	157	1
t. Assistance in making application to college or training programs	33	16	106	15
u. Assistance in locating a specific job	44	10	127	5.5
v. Assistance by encouraging an employer to hire you	29	19	45	25
w. Assistance by working out special arrangements by explaining your special needs to an employer	16	23	57	23
x. Contact to discuss problems about your job	19	22	114	12
y. Contact to determine your satisfaction with the school program	41	25	121	8.5

* For explanation of calculation, see page 15.

the percentages of student responses into a unitary score for the purposes of comparison. On the basis of these calculations, the former students apparently considered the most important guidance services to be:

1. Training for a specific occupation
2. Information about job openings
3. Training in how to get along on the job
4. Training for interviewing/applying for a job

5. Exploring and evaluating educational goals
6. Locating a specific job
7. Exploring and evaluating employment goals
8. Job tryouts or work experiences
9. Determining satisfaction with school program
10. Written materials on careers
11. Help with resolving personal problems

The responses centered upon training for specific occupations, methods to obtain and maintain jobs, career exploration and information, and follow-up services. These responses stressed the importance of occupational planning and placement. The students desired skills and knowledge to have job market attractiveness.

Analyzing the data on participation and importance demonstrated an inconsistency between the services received and the values attached to these services. The "training for specific occupations" was the only aspect that remained consistently high in both participation and importance indices. Information about job openings had been rated high in participation level, but even higher in importance by the sample. In general, participation in the guidance services demonstrated a contrast to the importance placed upon them by the former VTAE students.

Comments were solicited from the sample to obtain suggestions for improving job placement or educational placement of students. The main suggestion was improvement of educational and occupational placement through greater employer awareness and improved counseling systems. The following lists the suggestions and their relative frequency in parentheses:

1. Improve job placement (15)
2. Improve educational placement (6)
3. { Information earlier in career process (4)
- { Better guidance system (4)
4. Information regarding realistic goals (3)
- { More staff for job placement (2)
5. { Offer training programs for jobs that are available in the area (2)
- { Be up-to-date with the employer's needs and wants (2)
- { Better vocational training (2)
- { Greater employer awareness of technical school programs (1)
- { Lengthen vocational programs to refine skills (1)
6. { Availability of financial aid for lower income persons (1)
- { Better high school training (1)
- { More late afternoon classes (1)

Attitudes toward school's responsibility for job preparation and placement. Questions were asked pertaining to the school's responsibility for job preparation and placement. Ninety percent believed that the high school should teach job-finding skills and job orientation skills, but only 33 percent believed that the high school should guarantee placement through various services. The sample indicated their desire for training and preparation but they did not feel that it was the school's responsibility for placement. Placement services should be provided for student use but voluntarily used by the students.

Summary. Analysis of data suggested that various factors influenced the respondents. Family and friends were influential in both aspects of career planning, and school personnel were additionally helpful with

educational matters. The uniqueness of the population indicated their preference for vocational training. Roadblocks were related to career planning and informational services. The former VTAE students desired aid in these respects. The participation level in most guidance activities did not coincide with the importance index. Furthermore, the population viewed vocational training, information and appraisal of abilities as more important than their level of participation. The sample wanted skills in vocational roles with information about occupational possibilities. As a result, placement remained secondary to education, training, and informational aspects.

Comparison of Responses of Current and Former VTAE Students

Comparison of descriptive statistics. The census-type data, or sample characteristics, were analyzed to determine the comparability of the two populations. Eight identifiable variables were used: VTAE district, sex, race, marital status, age, grade level achieved, occupational status, and reported grade average. Table 35 summarizes the percentages of respondents regarding each variable.

Table 35
COMPARISON OF CURRENT AND FORMER VTAE STUDENTS
ALONG SELECTED DEMOGRAPHIC CHARACTERISTICS

Characteristic	% of Current VTAE Sample N=907	% of Former VTAE Sample N=411
VTAE District:		
Gateway	59	56
Fox Valley	30	32
Southwestern Wisc.	11	12
Sex:		
Male	48	62
Female	50	38
Race:		
White	88	90
Nonwhite	11	10
Marital status:		
Single	71	49
Married	28	50
Age:		
Less than 20	43	3
20-29	41	71
30-44	13	20
45 and over	3	6
Grade level achieved:		
13th and below	91	54
14th and above	8	46
Occupational status:		
Working full-time	19	74
Working part-time	33	10
Other	46	15
Reported grade average:		
A or B	42	44
C or below	57	53

The comparability of the two samples was examined through use of the chi-square technique. Certain variables were selected to determine significance and are presented in Table 36.

Table 36
RESULTS OF CHI-SQUARE ANALYSES FOR SELECTED DEMOGRAPHIC
VARIABLES OF CURRENT AND FORMER VTAE STUDENTS

Variable	Chi-Square Value	Degrees of Freedom
VTAE district	0.9315	2
Sex	22.2300*	1
Race	0.6487	1
Reported grade average	0.0132	1

* Significant at 0.05 level.

The remainder of the variables were not statistically analyzed. The variables of marital status, age, grade level achieved, and occupational status varied for the two samples. The nature of former VTAE students indicated an older, married, employed, more educated population. These facts are evident in the percentages as compared to those of the current VTAE students.

The statistical analysis indicated a significant difference in sex. The variables of VTAE district, race, and reported grade average exhibited no significant difference at the 0.05 level. In summary, the variables of sex, age, marital status, grade level achieved and occupational status showed differences whereas the remaining variables were comparable. The influence of these variables are elaborated and discussed in a later section.

A comparison of sources of help and services received by current and former VTAE students. The sources of help relied upon the current and former VTAE students in their career planning are compared in Tables 37 and 38.

Table 37
INDICES OF HELPFULNESS ACHIEVED BY MAJOR RESOURCE
PERSONNEL IN EDUCATIONAL PLANNING

Resource Personnel	Educational Planning Helpfulness Index*	
	Current Students	Former Students
Family members	95	76
High school counselors	70	71
Other relatives or friends	64	62
Vocational-technical school counselors	62	47
High school teachers	40	46
Previous or current employers	14	69

* For explanation of calculation, see page 15

Regarding educational planning, the respondents remained fairly consistent in their ranking of sources of help. The only major discrepancy was that the former VTAE students ranked "previous or current employer" as third most helpful whereas the current population ranked it eighth on the list. The major sources of help included family members, high school counselors, other relatives or friends, vocational-technical counselors, and high school teachers.

Table 38

INDICES OF HELPFULNESS ASCRIBED TO MAJOR RESOURCE
PERSONNEL IN OCCUPATIONAL PLANNING FROM VTAE STUDENTS

Resource Personnel	Occupational Planning			
	Current Students		Former Students	
	Index	Ranking	Index	Ranking
Family members	80	1	57	1
Other relatives or friends	64	2	55	2
Someone working in that job	52	3	40	4
High school counselors	29	4	21	7
High school teachers	17	8	46	3
Previous or current employers	22	7	30	5

In occupational planning, the rankings were not as consistent as in educational planning. The two major categories of family members and other friends or relatives were identified by current and former VTAE students. The sequence following these two categories diverged according to the orientation of the populations. Table 38 provides the indices plus the rank order. The major categories were consistent but their ordering had been affected. The former VTAE student population had a greater proportion of its members in the working force which provided evidence for the upward shift in vocational-technical teachers, employees and employers. The current VTAE student sample had been more affected by school resources. The orientation of the present VTAE students indicated their greater utilization of the resources available than the former VTAE sample.

The two samples were compared pertaining to guidance services received. Table 39 presents the percentages and rank orders for guidance services. The major categories listed were aptitude tests, achievement tests, written materials about careers, training for specific occupations, personality evaluations and information about job openings. The relative percentages remained fairly consistent to indicate similar proportional participation in these services. Appraisal services dominated the services received by both groups.

Table 39

COMPARISON OF THE GUIDANCE SERVICES RECEIVED
BY CURRENT AND FORMER VTAE STUDENTS

Placement Service or Activity	Current Students		Former Students	
	Percent Receiving Service	Rank Order	Percent Receiving Service	Rank Order
a. Aptitude tests	83	1	81	1
b. Achievement tests	74	2	72	3
c. Personality evaluations	51	6	58	6
d. Job tryouts or work experiences	37	12.5	36	13
e. Job interest inventories	28	20	26	20.5
f. Written materials about occupations or training programs	66	3	65	4
g. Career days, job fairs	34	15	39	12
h. Courses on occupations	31	17.5	30	18
i. Field trips to schools/employment agencies	36	14	35	14
j. Employment Service job bank	8	24	15	24
k. Information about job openings	45	7	60	5
l. Career information from courses taken	44	8	48	9
m. Help with exploring/evaluating further educational goals	42	10	34	15
n. Help with exploring and evaluating employment goals	31	17.5	32	17
o. Help with resolving personal problems relating to further education or work plans	30	19	26	20.5
p. Help with talking to parents about job or school plans	62	4	53	7
q. Training for interviewing or applying for a job	43	9	49	8
r. Training in how to get along on the job	37	12.5	40	11
s. Training for a specific occupation	61	5	73	2
t. Assistance in making application to college or training programs	32	16	33	16
u. Assistance in locating a specific job	40	11	44	10
v. Assistance by encouraging an employer to hire you	31	17.5	29	19
w. Assistance by working out special arrangements by explaining your special needs to an employer	17	22	16	23
x. Contact to discuss problems about your job	15	23	19	22
y. Contact to determine your satisfaction with the school program	23	21	41	25

Roadblocks to suitable educational or occupational placement. Analysis of the data demonstrated some diversity in the response trends of the samples regarding roadblocks to suitable educational or occupational placement. Tables 40 and 41 provide the data which include percentages and rank orders. The major roadblocks experienced in educational placement were similar for current and former VTAE students. The list included: not

Table 40

COMPARISON OF ROADBLOCKS TO EDUCATIONAL PLACEMENT
ANTICIPATED AND ENCOUNTERED BY CURRENT AND FORMER VTAE STUDENTS

Roadblocks to College or Training	Current Students		Former Students	
	Percent Anticipating Roadblock N=860	Rank Order	Percent Encountering Roadblock N=389	Rank Order
a. Not knowing if able to meet the school or training qualifications	26	2	30	2
b. Not knowing what schools or training programs would like	50	1	52	1
c. Having problems with school or training applications, entrance exams or interviews	6	7	9	9.5
d. Not knowing where to apply for school or training programs	14	5	13	5
e. Having to move to attend a school or training program	17	3.5	16	4
f. Not having transportation to the school or training program	10	6	12	6
g. Not being accepted to a school or training program	2	11.5	4	14
h. The school or training program no longer accepting applications	6	10	5	9.5
i. Not being able to meet the educational requirements to enter the school or training program	4	11.5	4	11.5
j. Family not wanting person to enter the school or training program	7	13	3	8
k. Not being accepted into a school or training program because of race	*	15	*	16.5
l. Not being accepted into a school or training program because of sex	*	16	*	16.5
m. Not being accepted into a school or training program because of a handicap	1	14	1	15
n. After seeing the school or training program, not liking it	9	8	8	7
o. Not being able to afford to enter the program or school	20	3.5	16	3
p. Not having a high school diploma	4	9	6	11.5
q. Not being able to enroll in the school or training program because not able to find anyone to care for children.	3	11.5	4	13

* Less than one percent

Table 41

COMPARISON OF ROADBLOCKS TO OCCUPATIONAL PLACEMENT ANTICIPATED BY CURRENT VTAE STUDENTS AND ACTUALLY ENCOUNTERED BY FORMER VTAE STUDENTS

Roadblocks to Job Placement	Current Students		Former Students	
	Percent Anticipating Roadblock N=850	Rank Order	Percent Encountering Roadblock N=368	Rank Order
a. Not knowing what types of jobs able to do	18	7.5	25	4
b. Not knowing what types of jobs like to do	31	4	40	1
c. Having problems with job applications and interviews	16	9.5	12	8
d. Not knowing where to look for work	27	5	18	5.5
e. Having to move to find a job and not wanting to	14	11	11	9
f. Not having transportation to a job	12	13.5	7	12
g. Not being qualified for the job	26	6	16	7
h. Job not paying enough	36	3	30	3
i. Employer wanting someone experienced	53	1	35	2
j. Being too young for the job	18	7.5	10	10
k. Family not wanting person to take the job	3	19	3	14.5
l. Employers not hiring because of race	3	19	1	20
m. Employers not hiring because of sex	4	16	2	17.5
n. Employers not hiring because of a handicap	4	16	2	17.5
o. Not liking the employer's attitude	13	12	9	11
p. Dress and appearance being inappropriate	12	13.5	2	17.5
q. Hair cut or beard being a problem	16	9.5	6	13
r. No openings in jobs trained for	40	2	18	5.5
s. Not having a high school diploma	4	16	3	14.5
t. Not being able to take the job because not able to find anyone to care for children	3	19	2	17.5

knowing if I could meet qualifications, knowing what schools I would like, knowing where to apply, having to move to attend, and not being able to afford to enter the program or school. Percentages were also comparable between groups. As a result the two samples have experienced similar problems in this regard.

Referring to the occupational placement roadblocks the major categories of inability to meet experience requirements, low pay, not knowing where to look for work, and no openings in jobs related to training were similar for the two samples. The major discrepancy existed with "not knowing what types of jobs I can do" where current students ranked it in the seventh position and the former students placed it in the fourth position. The percentages did not demonstrate a consistent pattern for analysis.

The roadblocks that were experienced are envisioned as problems in occupational placement. The experienced roadblocks can be categorized into

career decision-making, self-assessment; informational aspects, financial concerns, and relocation problems. Aiding the populations in these areas would alleviate the future problems of career goals and objectives to a great extent.

Attitudes toward guidance process and placement. Attitudes concerning the importance attached to various guidance services were surveyed. Table 42 presents the services and their rank orders of importance for analysis. The area of planning and preparation which included training

Table 42

COMPARISON OF THE IMPORTANCE ATTACHED TO THE VARIOUS GUIDANCE
SERVICES BY CURRENT AND FORMER VTAE STUDENTS

Placement Service or Activity	Rank Order of Importance -Current Students	Rank Order of Importance -Former Students
a. Aptitude tests	18	17
b. Achievement tests	19	18
c. Personality evaluations	17	16
d. Job tryouts or work experiences	7	8.5
e. Job interest inventories	20	20
f. Written materials about occupations or training programs	11	10.5
g. Career days, job fairs	22	22
h. Courses on occupations	14.5	14
i. Field trips to schools/employment agencies	21	21
j. Employment Service job bank	25	24
k. Information about job openings	4	2
l. Career information from courses taken	8.5	13
m. Help with exploring/evaluating further educational goals	5	5.5
n. Help with exploring and evaluating employment goals	6	7
o. Help with resolving personal problems relating to further education or work plans	8.5	10.5
p. Help with talking to parents about job or school plans	14.5	19
q. Training for interviewing/applying for a job	2	4
r. Training in how to get along on the job	3	3
s. Training for a specific occupation	1	1
t. Assistance in making application to college or training programs	13	15
u. Assistance in locating a specific job	10	5.5
v. Assistance by encouraging an employer to hire you	24	25
w. Assistance by working out special arrangements by explaining your special needs to an employer	23	23
x. Contact to discuss problems about your job	16	12
y. Contact to determine your satisfaction with the school program	12	8.5

for interviewing, applying, training in how to get along on the job, and training for a specific occupation were major services that both samples rated as significantly important. The area of counseling, specifically exploring and evaluating educational goals, was emphasized by current and former VTAE students as was the informational aspect of job openings. In these areas consistency of responses was found. The major service that demonstrated a marked discrepancy was in locating a specific job. The former sample rated locating a specific job in fifth position whereas the current sample placed it in the tenth position. Belief in teaching vocational and occupational skills was demonstrated by 91 percent in each sample. The belief in placement was indicated by 40 percent of the current students and by only 33 percent of the former students. The VTAE students seemed to support the value of vocational skill training, but the mandatory aspect of placement was not desirable.

In summary, the populations desired training for occupational roles with job maintenance skills. Informational and counseling aspects would allow satisfaction with future goals and work roles. Locating a specific job was emphasized by the former students but not by the current VTAE students. Training, counseling and information were desired by the respondents.

Summary. The current and former VTAE students' responses to the various questions were remarkably similar. Sources of help for both groups were mainly the family and the school with outside agencies having insignificant influence. Self-assessment, informational concerns and financial aspects have affected the two samples and are anticipated in the future. Past experiences have shown participation in appraisal activities with minimal involvement in planning and preparation services. The current and former VTAE students have indicated the desire for training and vocational preparation. The experiences of these people demonstrated weaknesses and strengths in the previously discussed areas. With this knowledge, steps can be taken to alleviate the problem areas and initiate valued services.

PART V
SURVEY OF PROVIDERS OF PLACEMENT SERVICES

Description of Provider Groups

The distribution of the 224 providers who returned completed questionnaires is presented in Table 43. Most of those returning completed questionnaires were employed in school settings, primarily on the high school level. These providers included teachers, counselors, and high school principals.

Table 43

TYPES OF AGENCIES OR INDIVIDUALS SURVEYED AS PLACEMENT PROVIDERS

Employing Agency or Individual	Number Surveyed	Percent of Total
Public and private high schools	95	42.4
Public VTAIE schools	40	17.9
Welfare programs	6	2.7
Community Action Programs	4	1.8
Wisconsin State Employment Service	33	14.7
Licensed Private Employment Agencies	17	7.6
Wisconsin Division of Vocational Rehabilitation	6	2.7
Other government programs or projects	9	4.0
Veterans Administration representatives	2	0.9
Temporary help agencies	11	4.9
Other informal providers	1	0.4
TOTAL	224	100.0

An analysis of the county of residence of those responding indicated that the three counties appeared to be equally represented. (Table 44).

Table 44

COUNTY OF RESIDENCE FOR ALL PLACEMENT PROVIDERS SURVEYED

County	Number of Providers	Percent of Total
All counties	224	100
Grant	64	29
Parkin	75	33
Winnebago	69	31
All others	16	7

Description of Placement Parameters

The providers were asked to describe their placements along several characteristics. To determine the magnitude of their involvement in career placement, the providers were asked to indicate the number of placements

they made into jobs or further training during the previous year. As a group, these providers made 19,596 placements during the previous year; however 45 percent of them indicated that they had placed less than 25 people during that time. A breakdown of the range and type of placements made for each of the major provider groups appears in Table 45. Although the range of reported placements included several high totals, such totals were relatively infrequent. In fact, only 21 percent of the providers surveyed indicated that they placed over 100 persons during the previous year. The great majority of these providers were employed by the Job Service (formerly WSES).

Table 45
RANGE AND TYPES OF PLACEMENTS MADE BY
MAJOR PROVIDER GROUPS SURVEYED

Provider Group	N	Smallest number of placements made	Largest number of placements made	Mean placements	Percent into further training	Percent into employment
High school counselors	36	15	250	76.3	66.6	27.7
High school teachers	33	1	75	17.4	33.2	66.4
VTAE personnel	34	2	750	68.7	20.3	79.1
Job Service (WSES)	30	50	700	254.5	28.0	67.0
Private employment agencies	16	12	620	129.0	1.5	98.5
Community action agencies	19	2	1207	149.1	43.9	46.1
DVR	6	20	130	80.0	62.5	37.5
Other	21	2	300	48.7	29.9	68.3

With the exception of high school counselors and rehabilitation counselors, the other provider groups surveyed apparently directed more of their efforts toward job placement rather than placement in further training. Such an observation seems understandable for the private and public employment agencies and the vocational school personnel. The high school teachers' orientation toward job placement can possibly be explained by the fact that approximately 90 percent of those surveyed were employed as teachers of vocational education courses. In contrast, the high school counselors were directing most of their efforts toward the educationally-bound students. In fact, fourteen of the counselors surveyed did not answer subsequent questions related to job placement explaining they did not participate in such activities. Conversely, only four of the counselors indicated that they did not participate in educational placement activities.

The providers were also asked to delineate background information on the individuals to whom they provided placement information (Table 46). The data received regarding the ages of those being placed suggest that those embarking on their first major career decision, the 20 years and under group, were the main target of the school personnel's efforts. Virtually no effort was apparently made by the school personnel to provide placement assistance to former students. In contrast, while the efforts of the other agencies appeared to be directed more often toward those who were slightly older.

Table 48

BREAKDOWN OF PCL-DEA GROUP PLACEMENTS BY AGE, SEX, AND RACE*

Provider Group	Age				Sex		Race	
	1	2	3	4	5	6	7	8
	<20	20-24	25-29	30+	male	female	white	nonwhite
High school counselors	99.4	9.4	8.0	8.0	51.8	47.2	91.9	7.6
High school teachers	98.3	1.8	8.0	8.0	45.2	38.6	90.9	12.3
VIA personnel	48.9	40.8	7.6	2.3	68.3	29.7	91.3	5.1
Job Service	23.4	38.7	27.0	8.9	48.1	51.7	68.0	12.2
Private employment agencies	2.2	42.7	41.9	10.2	60.3	39.8	91.5	6.2
Community action agencies	27.8	35.4	12.4	4.3	61.5	37.1	91.4	38.5
JNY	21.8	41.8	24.7	6.7	45.3	34.2	91.5	7.5
Other	28.2	55.4	28.6	3.8	74.2	25.8	84.5	14.0

* Percentages do not total 100 percent due to provider miscalculations

(those 25-30 years of age), they also provided opportunities for assistance to school-aged youths. Job Service personnel, who were noted to be the major purveyors of job placement assistance, indicated that almost one-fourth of their placements were in the under 20 age group. A detailed analysis of the Job Service's activities by age group is available in Appendix A.

In all but one instance, males were reported as accounting for a larger percentage of each of the provider groups' total placements. For high school teachers, who were previously noted to be primarily vocational education instructors, and VIA school personnel, the ratio of male to female placements was approximately 2 to 1. Perhaps this reflects the tendency of vocational education courses to offer greater training opportunities for the "male-dominated" occupations such as agriculture, mechanics, industrial arts, etc. However, such an explanation is not available for the disproportionate amount of male placements provided through community action programs which theoretically are seeking to equalize employment opportunities for all citizens.

In contrast, while minorities represented less than eight percent of the population in any of the areas surveyed, they frequently accounted for a larger percent of the placements made by the various provider groups surveyed. Community action agencies were particularly notable for their efforts with ethnic minorities.

In summary, the data received from providers suggest the following conclusions:

1. Virtually no placement assistance was available from school personnel for out-of-school youths.
2. Males accounted for the majority of placements made by the various provider groups with the exception of the Job Service where the placement data reflected population characteristics.
3. Ethnic minority group youths often accounted for a greater percentage of the placements than their population representation would suggest.

The providers were also asked to evaluate the educational ability of those being placed into jobs or further training. The data are presented in Table 47.

Table 47

EDUCATIONAL ABILITY OF THOSE BEING PLACED BY VARIOUS PROVIDER GROUPS*

Provider Group	On a Job			Into Further Training		
	Percent above average	Percent average	Percent below average	Percent above average	Percent average	Percent below average
High school counselors	13.1	43.4	27.2	37.0	33.8	16.6
High school teachers	38.6	45.7	14.4	51.5	34.7	9.5
VIA personnel	38.3	47.4	10.2	28.1	21.0	9.6
Job Service (WSES)	18.0	56.5	25.5	19.1	43.0	21.3
Private employment agencies	51.6	45.0	3.4	11.6	15.6	4.1
Community action agencies	9.6	73.9	22.3	17.7	38.7	8.6
DNR	16.7	48.2	17.5	15.6	37.5	46.7
Other	25.8	38.6	25.0	31.7	21.2	27.5

* Percentages do not total 100 percent due to provider miscalculations

The ability level of those being placed is not only a function of the provider's efforts, but also a function of the placement opportunities available to the provider and the clientele using the provider's services. In the case of the Job Service, a greater proportion of unskilled and semi-skilled openings are listed than skilled areas; hence this may explain the greater amount of placements of those of below average ability as opposed to those in the above average group. Similarly, of the six DNR counselors responding to the questionnaire, at least two were employed as liaisons with special education programs, hence again the disproportionate representation among the lower ability group. Such explanations, however, were not easily suggested for the high school provider groups. While high school counselors seemed to be directing greater job placement assistance to the lower ability student, two qualifications needed to be considered. First, perhaps the lower ability student accounted for a greater percentage of the job placement assistance because most of the placement efforts for the above average student were directed toward college placement. Second, as reported earlier, job placement accounted for a smaller proportion of the placements made by high school counselors. In other words, although the lower ability student accounted for a larger proportion of the job placements made by high school counselors, such placements were proportionally less frequent activities of school counselors than were placements into further training where the ratio of above average to below average placements is over 2 to 1. Similarly most of the placements made by high school teachers, primarily vocational educational instructors, were of the higher ability students. These data suggest that while many of the public agencies tended to provide particular attention to those with below average academic records, the high school's placement focus was on the above average student.

Occupational classification and level of placements. Information was requested as to the types of jobs students and adults were taking as a result of the placement efforts of the providers surveyed (Table 48). Some comments and conclusions are reported below.

Table 48

TYPES OF JOBS TAKEN OR TASKS BEING PLACED BY PROVIDERS OF ALL TYPES*

Types	N	The placements could be classified as:			
		Total	Entry Level	More Advanced	High Level
Professional, technical and managerial	67	78	51	18	
Clerical and sales	100	108	42	9	
Service occupations	89	106	26	6	
Farming, Fishing, Forestry	40	43	12	1	
Processing occupations	29	39	17	4	
Machinist trades	46	65	28	8	
Bench work occupations	37	60	17	2	
Structural occupations	32	50	26	5	
Miscellaneous	43	78	17	6	

* These figures represent a factor calculated by multiplying the percent response given by the providers collectively by the weighted number of 1, 2, 3, and 4, or the quartile number to obtain a value which could be compared.

1. Clerical and sales jobs provided the greatest placement potential while service occupations and professional, technical and managerial ranked second.
2. Placements were the least frequent in processing occupations, structural occupations, bench work, farming, and miscellaneous jobs.
3. The greater number of all placements were in entry level jobs, with some exceptions in professional, technical and managerial occupations, and the clerical and sales area.

Amount of time providers devote to placement. The provider groups were asked to estimate the percentage of time they spent providing placement services. Table 49 summarizes the results of this question. A majority of the high school group spent less than 25 percent of their time in both educational and occupational placement activities. Apparently the VHS school personnel surveyed spent even less time in such activities than did the high school providers. Neither of these two groups had a full-time employee devoting 100 percent of his time to occupational placement. The other groups had several employees working 100 percent on both educational and job placement. Less time was spent in educational placement activities than job placement by the non-school groups.

Value of work experience and vocational education in career placement activities. The task of placement was found to be easier if the students had taken a vocational training program or worked in some type of part-time work experience. Tables 50 and 51 illustrate the responses of the providers. Although a larger proportion scored "unknown" in the value of these client experiences regarding placement into further training, there was little disagreement among providers that such experiences facilitated job placement.

Table 49

AMOUNT OF TIME DIFFERENT PROVIDER GROUPS DEVOTE TO
EDUCATIONAL AND JOB PLACEMENT

Time devoted to placement	Percent of respondents who provided services				
	HS	VTAE	WSES	LPEA	Other
<u>Educational Placement Services</u>					
0%	7	15	15	41	10
1-24%	61	60	55	35	49
25-49%	16	7	12	0	15
50-74%	10	7	6	6	8
75-100%	4	3	3	0	5
unscored	2	8	9	18	13
<u>Occupational Placement Services</u>					
0%	7	5	0	0	3
1-24%	62	82	18	0	56
25-49%	15	8	9	6	0
50-74%	12	0	37	12	8
75-100%	0	0	33	82	18
unscored	4	5	3	0	15

Table 50

PROVIDER EXPERIENCE IN PLACING STUDENTS ON A JOB OR IN TRAINING
WHO HAVE HAD PART-TIME WORK EXPERIENCE BACKGROUND

Provider Group	Students with a work experience are easier to place			
	Yes	No	Unknown	Unscored
		<u>On a Job</u>		
High school personnel	80	5	10	5
VTAE school personnel	75	3	13	9
Wisconsin State Employment Service	82	3	12	3
licensed private employment agencies	100	0	0	0
All others	75	5	10	10
		<u>Into Training</u>		
High school personnel	86	13	15	6
VTAE school personnel	53	7	17	28
Wisconsin State Employment Service	42	0	29	29
licensed private employment agencies	67	8	10	12
All others	56	3	18	23

Table 31

PROVIDER EXPERIENCE IN PLACING STUDENTS WHO HAVE COMPLETED VOCATIONAL COURSES IN HIGH SCHOOL OR POST-HIGH SCHOOL

Provider Group	Students with vocational training are easier to place			
	Yes	No	Unknown	Unscored
		On a Job		
High school personnel	82	2	10	6
VIAE school personnel	83	2	5	10
Wisconsin State Employment Service	85	3	9	3
Licensed private employment agencies	94	0	6	0
All others	80	3	3	10
		Into Further Training		
High school personnel	79	6	16	8
VIAE school personnel	83	10	7	30
Wisconsin State Employment Service	84	9	15	12
Licensed private employment agencies	98	0	35	30
All others	81	5	23	21

Advisability of teaching job-finding skills and job conduct. The need to teach students the skills of finding a job and how to get along on the job was asked of each provider. An overwhelming agreement was indicated concerning the teaching of employability skills--especially at the high school level. Less than half the providers agreed to this type of training at the post-high school level. Most likely the conclusion was that if such training was accomplished at the high school level, its necessity at the post-high school level would be questionable (Table 32).

Table 32

PROVIDER GROUP ESTIMATION OF THE VALUE OF TEACHING JOB-FINDING SKILLS AND JOB CONDUCT

Provider Group	Job-finding skills and job conduct should be taught at-			
	Yes	No	Unknown	Unscored
	-the high school level			
High school personnel	95	1	2	2
VIAE school personnel	79	6	16	4
Wisconsin State Employment Service	85	9	6	0
Licensed private employment agencies	81	12	6	0
All others	85	0	5	10
	-the post-high school level			
High school personnel	75	12	21	33
VIAE school personnel	78	9	8	20
Wisconsin State Employment Service	46	30	6	18
Licensed private employment agencies	47	12	4	43
All others	28	41	10	31

Sources of Help in Career Planning and Placement

The providers were presented a list of various resource personnel and asked to indicate the frequency with which they coordinated their placement activities with these people. A breakdown of the provider responses by group is presented in Tables 53 and 54. Table 53 contains the primary and secondary resources used by each group. A primary resource was considered to be one reported as consulted "often" or "sometimes" by at least 75 percent of those responding to the question. Similarly a 50 percent limit was used to determine the secondary resources.

The most frequently mentioned resources used in educational planning were the following: high school counselors, rehabilitation counselors, VTAE counselors, previous or current employers, family members, someone attending school there, and military service recruiters. It would appear that, regardless of setting, counselors were viewed as the key resource personnel in educational placement. The major resources rated as most

Table 53

AMOUNT OF COORDINATION REPORTED BY MAJOR PROVIDER GROUPS IN OCCUPATIONAL PLACEMENT

Resource Personnel	H.S. Counselors N=35				H.S. Teachers N=58				VTAE Personnel N=40				Job Service N=33			
	Often	Sometimes	Rarely	Never	Often	Sometimes	Rarely	Never	Often	Sometimes	Rarely	Never	Often	Sometimes	Rarely	Never
High school counselor	11	4	1	2	18	16	5	4	3	7	3	12	1	14	12	5
High school teacher	8	9	2	2	14	17	9	2	0	5	7	13	0	6	11	15
High school placement officer	6	1	2	5	9	10	9	13	1	1	7	16	0	7	8	15
VTAE counselor	10	7	1	4	3	2	9	27	15	13	1	1	6	14	5	6
VTAE teacher	2	3	5	9	3	2	8	28	22	7	0	0	8	9	5	10
VTAE placement officer	3	6	3	7	1	2	10	28	15	10	1	2	3	12	7	9
Job Service (WSES)	6	11	6	0	2	13	14	13	5	12	5	4	28	1	0	1
Private employment agency	0	3	6	13	0	1	6	35	0	1	7	17	1	3	9	18
DNR	3	7	10	2	1	6	7	29	0	8	3	14	5	21	4	2
Professional associations and trade unions	0	7	9	6	1	13	10	18	5	3	3	12	2	11	14	3
Family members	3	15	4	1	5	16	12	9	1	4	9	11	0	9	16	7
Other relatives/friends	2	11	9	0	5	17	14	8	1	5	9	10	0	7	18	7
Someone working on that job	5	13	5	0	14	20	7	4	6	13	5	4	5	14	10	3
Previous/current employer	9	10	3	1	22	11	3	8	6	11	4	5	7	12	6	6

Table 34

AMOUNT OF COORDINATION REPORTED BY MAJOR PROVIDER GROUPS
IN EDUCATIONAL PLACEMENT

Resource Personnel	H.S. Counselors N=25				H.S. Teachers N=58				VTAE Personnel N=40				Job Service N=33			
	Often	Sometimes	Rarely	Never	Often	Sometimes	Rarely	Never	Often	Sometimes	Rarely	Never	Often	Sometimes	Rarely	Never
High school counselor	20	4	1	1	21	18	1	1	1	6	3	5	1	11	10	1
High school teacher	9	17	3	1	14	20	6	1	1	3	8	8	1	5	8	11
High school placement officer	10	3	1	9	10	11	8	14	2	3	4	8	2	3	8	11
VTAE school counselor	14	15	2	0	3	8	10	19	14	8	1	0	12	12	0	1
VTAE school teacher	1	10	9	6	2	7	9	22	17	5	0	0	6	11	4	4
VTAE placement officer	8	12	4	3	2	6	8	26	8	4	1	5	4	11	2	8
Job Service (WSES)	9	9	12	1	0	10	1	20	1	7	4	5	23	1	4	20
Private employment agency	0	3	9	19	0	2	5	32	0	0	6	12	0	1	4	20
DVR	3	14	12	3	0	7	7	26	3	8	3	4	4	17	2	1
Professional associations and trade unions	1	10	11	8	0	5	14	21	2	4	4	8	4	10	7	4
Family members	4	17	8	1	4	19	10	9	1	9	3	6	1	6	9	9
Other relatives/friends	1	14	14	2	4	17	11	8	0	5	7	6	1	3	12	9
Someone attending school there	7	19	4	1	5	21	5	8	0	7	6	4	1	4	13	7
Previous/current employer	5	14	9	4	8	14	13	5	4	7	3	5	3	11	8	3
College recruiter	21	9	0	2	8	16	4	12	1	2	5	11	0	4	9	12
Military service recruiter	23	11	1	1	5	15	5	15	0	1	8	8	1	5	10	9
A clergyman	1	8	13	9	0	6	8	24	0	0	7	11	0	3	11	11

helpful in occupational planning and placement were previous or current employers and others working in that job. The other resources most frequently relied upon were vocational-technical counselors, rehabilitation counselors, the Job Service, and family members. Not only were private employment agencies not viewed as a major resource in occupational planning, but they were most frequently listed as "never" consulted by all the major provider groups. No other resource was so frequently mentioned in this context. In general, apparently while decisions regarding educational placement appeared to be based on input from a variety of sectors, those related to occupational placement seemed linked to the labor market.

Table 55

MAJOR RESOURCE PERSONNEL WITH WHOM KEY PROVIDER GROUPS
COORDINATE CAREER PLACEMENT ACTIVITIES*

Resource Personnel	Educational placement				Occupational placement			
	H.S. counselors	H.S. teachers	VTAE personnel	Job Service	H.S. counselors	H.S. teachers	VTAE personnel	Job Service
High school counselor		P	S	S		P		
High school teacher	P				P			
High school placement officer		S						
Vocational-technical school counselor	P			P	P			S
Vocational-technical school teacher				S				S
Vocational-technical school placement officer	S			S	S			
Job Service (WSES)	S				P		S	
Private employment agency								
Division of Vocational Rehabilitation (DVR)	S		S	P	S			P
Professional associations and trade unions				S				
Family members	S	S	S		P	S		
Other relatives or friends		S			S	S		
Someone attending school there	P	S			P	P	P	P
Someone working in that job	P	P	P	P	P	P	S	S
Previous or current employer	S	S	S	S	P	P	S	S
College recruiter	P				P	P	P	P
Military service recruiter	P	S			P	P	P	P
A clergyman					P	P	P	P
Total number of resources listed	10	7	4	7	9	5	3	5

* P = primary resource

S = secondary resource

The data were also examined in terms of the amount of coordination indicated by each of the provider groups. High school counselors listed the greatest number of primary and secondary resources in both educational and occupational placement. However, while only four of the 35 counselors responding to the questionnaire indicated that they did not participate in educational placement activities, 14 of the counselors stated that they were not involved in job placement. This suggested that although the counselor group indicated the greatest use of resources, as a group they were more likely to direct greater attention to educational rather than occupational placement.

The other provider groups demonstrated remarkably little reliance on other resource personnel particularly in occupational placement activities despite the presumably valuable assistance such resources might

provide. For example, of those high school teachers who indicated that they participated in job placement activities, at least one-half of them indicated that they "never" coordinated their activities with the VTAE personnel despite the fact that most of the teachers returning questionnaires were vocational education course instructors.

In summary, it would appear that high school counselors were the central figures in career placement both in terms of the perceptions of others as well as in their greater network of contacts. However, their career placement activities were more frequently directed toward educational placement.

Roadblocks to Career Placement

A question concerning problems in placing a student on a job was presented. The responses to this question and a similar one about roadblocks to educational placement are ranked in succeeding lists below. The rankings were based on the frequencies with the most frequent problems listed as number 1 and the least as number 10 (see Appendix B).

Of the roadblocks presented, the placement providers reported that the following were the ten most frequently encountered obstacles in job placement.

1. The person didn't know what types of jobs he or she could perform.
2. The employer wanted someone with prior work experience.
3. The person didn't know what types of jobs he or she would like to perform.
4. The person had difficulty locating sources of job leads.
5. The person had difficulty handling job applications & interviews.
6. The person was unwilling to relocate (i.e., unwillingness to go where the work was).
7. The person wanted to do something for which he wasn't qualified.
8. The person was not able to arrange for transportation to the job.
9. There were no openings in the jobs for which the person had been trained.
10. There was no reason given for not hiring the person, however there is a strong chance it was for appearance (i.e. beard or clothing).

According to placement providers the ten most frequently encountered roadblocks to educational placement for students and adults were:

1. The person didn't know what types of school or programs he/she would like to enter.
2. The person didn't know what types of school or training programs he/she could qualify to enter.
3. The person had difficulty locating school or training programs.
4. The person was unwilling to relocate (i.e. unwillingness to go to where the school or training was).
5. The training program or school was too expensive.
6. The person lacked the educational prerequisites.
7. The person wanted to enter a school or training program for which he/she wasn't qualified.
8. The person had difficulty handling the enrollment procedures.

9. The person was not able to arrange for transportation to the school or training program.
10. The person didn't like the training program or school.

Difficulties in relating personal characteristics to both employment and educational options, or what might be termed "a lack of a sense of direction," seemed to be the most prevalent problem encountered by those who attempted to provide career placement services.

In analyzing the providers' comments regarding other problems encountered in trying to place students and adults in employment, numerous answers referred to the economic situation at the time of the study, i.e. the restricted job market. Furthermore, an equal share of respondents indicated that variations in the job market due to the economy or market demands had an effect upon employment. In addition, a large portion of the answers stated that lack of sufficient education and training caused difficulty. The inadequate training for specific jobs and insufficient education were notable obstacles in placement. The second category of major concerns referred to time limitations. Employees were involved in school programs that conflicted with work hours or employees requested specific hours that did not coincide with the employer's desires. The providers also encountered difficulties in meeting the job placement needs of their applicants because of welfare-related restrictions on earned income, such that some persons questioned the desirability of obtaining a job placement.

Digressing to another problem area, the aspect of emotional and personality conflicts arose. Providers saw this aspect of employment confounding placement. Prospective employees had emotional problems which interfered with their ability to obtain and/or hold positions. For example, drug abuse and offender history indicated emotional difficulties which prevented employment.

The next area of responses dealt with the community. First of all, union shops did not provide easy entry for employees which deterred placement. Lack of communication with business and industry and employer's insufficient knowledge of training programs were facets that dictated a more coordinated system of informational output.

The remainder of the responses viewed language, overburdened counselors, lack of employee confidence, part-time or seasonal work, poor counseling, etc., as problems.

Provision of Guidance Services and Importance Providers Attached to These Services

Each provider was asked to respond to a set of placement services under the headings of assessment and appraisal, informational services, counseling services, preparation for placement, referral services, and follow-up services. The respondents were asked to evaluate 25 different services by indicating if they provided the service. Furthermore, the sample was asked to determine the importance of the services. The importance the providers attached to the services was converted to a single score by multiplying the percent of respondents who indicated "very important" by two and adding the percent who indicated the service to be "somewhat important." This importance score as well as the percent of each provider group providing each of the guidance services appears in Table 56, pages 84-85.

Although all of the guidance services presented were reported as provided by at least 40 percent of the total respondent group, there were some notable discrepancies in the services provided in different settings. Counseling services were consistently more frequently mentioned as provided by those in high school settings, while occupational preparation and training were more frequently emphasized in the VTAE settings. The public and private employment counselors consistently provided more of the direct placement services. The importance attached to the various guidance services to occupational planning and placement mirrored the previous results. In other words, high school personnel attached the greatest value to the counseling services, those employed in VTAE schools tended to evaluate the training and preparation services as most valuable, and those employed in employment agencies rated placement services as most valuable.

As a group, the providers indicated the following ten services to be the most important in occupational planning and placement:

1. Information on job openings
2. Occupational counseling
3. Training for interviewing and applying
4. Training in how to get along on a job
5. Educational counseling
6. Help with locating a specific job
7. Training for a specific occupation
8. Personal adjustment counseling
9. Career information from coursework
10. Assistance by explaining a person's specific needs to an employer

Apparently the providers perceived the pathway into employment to be facilitated if the person was equipped with a sense of direction, a specific occupational skill, appropriate job seeking behavior, and a job lead. They tended to view the appraisal and informational services as less important and typically attached little importance to parental counseling.

Summary and Conclusions

A majority of the providers surveyed were public/private high school and VTAE school personnel. These providers placed more males than females. Although placement into jobs dominated the placement efforts of the respondents, these jobs were primarily at entry level. Evidence indicated that placement of people on a job or into further training was easier for those who had a vocational training program or work experience background. In fact, one of the placement services rated as most important was training students for a specific occupation. Other highly important services included educational and occupational counseling, training in the employability skills and assistance in locating a specific job.

Providers reported reliance on counselors, employers, Job Service (WSES), and others working on the job in their placement efforts. However, they reported that a major handicap in their job placement activities was that many students and adults did not know what they wanted to do or could do. They had difficulty with job interviews and applications and had trouble locating job leads. Being unwilling to relocate was a problem as well as lack of funds. The roadblocks to occupational placement noted most frequently by providers were directly related to the services they rated as most important in occupational planning and placement. These services were those concerned with equipping the individual with a sense of direction, a specific occupational skill, appropriate job seeking behavior and a job lead.

Table 56
CAREER GUIDANCE SERVICES PROVIDED AND IMPORTANCE ATTACHED TO THEM BY VARIOUS PROVIDER GROUPS

Guidance Service	All Providers		H.S. Personnel		VPAE Personnel		Job Service		LPA	
	% who offered service	Importance Score	% who offered service	Importance Score	% who offered service	Importance Score	% who offered service	Importance Score	% who offered service	Importance Score
a. Attitude tests	58	122	65	130	53	114	85	146	29	82
b. Achievement tests	55	113	70	119	48	105	70	133	29	77
c. Personality evaluations	50	110	52	115	55	115	24	88	35	89
d. Job tryouts/work experiences	61	150	70	155	50	139	73	146	41	83
e. Job Interest Inventories	55	116	66	122	43	114	76	114	35	81
f. Written materials about occupations	81	163	93	163	75	153	94	149	41	71
g. Career days, job fairs	48	108	71	123	50	114	27	103	6	59
h. Courses on occupations	42	117	52	139	53	125	33	111	6	53
i. Field trips to schools and employment agencies	54	117	78	143	50	109	49	120	6	59
j. Employment Service job bank	42	113	27	103	45	88	94	179	35	117
k. Information on job openings	84	166	80	165	90	169	97	198	88	160
l. Career Information Fairs	72	145	85	167	90	158	58	150	29	87
m. Help with exploring/evaluating further educational goals	74	157	87	173	75	150	67	158	47	162
n. Help with exploring and evaluating employment goals	79	166	83	177	78	163	79	182	77	154
o. Help with resolving personal problems relating to further education or work plans	65	146	75	168	60	146	70	169	41	99
p. Help with talking to parents about job or school plans	44	111	65	139	35	86	21	114	12	65
q. Training for interviewing or applying for a job	71	159	72	156	80	161	73	188	82	170

Continued

Table 56 continued

Guidance Services	All Providers		H.S. Personnel		VTAE Personnel		Job Service		LPRA	
	% who offered service	Importance Score	% who offered service	Importance Score	% who offered service	Importance Score	% who offered service	Importance Score	% who offered service	Importance Score
r. Training in how to get along on the job	70	159	63	156	90	176	58	176	65	154
s. Training for a specific occupation	51	169	48	145	85	178	73	170	18	118
t. Assistance in making application to college or programs	68	133	83	153	55	118	94	146	18	82
u. Assistance in locating a specific job	60	153	72	143	83	162	91	179	100	188
v. Assistance by encouraging an employer to hire you	66	129	56	118	65	120	91	164	88	182
v. Assistance by working out special arrangements by explaining your special needs to an employer	72	144	65	145	70	140	91	176	88	130
x. Contact to discuss problems about your job	66	143	61	144	75	153	73	158	88	136
y. Contact to determine your satisfaction with school program	65	142	67	149	75	161	73	164	29	72

PART VI
RELATIONSHIP OF SELECTED
VARIABLES TO CAREER GUIDANCE

This section contains a detailed analysis of the effects of various subject variables on the career guidance and placement process. The initial intent of the survey was to examine the effects of each of the following subject and community variables: sex, academic standing (in terms of grades achieved), training record, race, marital status, age, community size, and employment status. Data obtained from all relevant respondent groups are presented for each of the variables. In several instances, the variables did not lend themselves to analysis for all respondent groups. For example, analysis of the high school data along the variables of age and marital status was not a meaningful activity since only a small minority of high school students are either married or deviate by more than a few years in age. Likewise, the effects of enrollment in a post-secondary educational program on the perception of the respondents could not be analyzed for the VTAE subjects since all subjects, by definition, had enrolled in such a program. Because of the nature of the variable, variance along its dimensions was only available for the former high school sample.

The relevant data for each of the selected variables is presented in the following order:

1. Subject characteristics: sex, academic standing, race, and age
2. Community characteristics
3. Post-secondary activities and marital status

The 0.10 level of significance was chosen as appropriate to the purposes of this study. Since interpretations of the responses were to be used in the development of a coordinated, comprehensive placement model, the consequences of errors of omission seemed to outweigh those of errors of commission. A comprehensive model, it was argued, needed to be sensitive to any possible variable effects. However, the exact chi-square probability levels are presented wherever such data were available.

Sex as a Variable in Career Guidance

Current and Former High School Respondents

Respondents characteristics. Of the 825 current seniors who completed questionnaires, 44 percent, or 360 students, were males and 56 percent, or 457 students, were females. Approximately three-quarters of each group responded to the questions concerned with plans for continued education or training. About 90 percent of both groups answered the questions related to post-secondary occupational planning. There was a slightly greater representation of males in the former student sample. Of the 597 respondents, males composed 48 percent, or 278. The percentages of males and females, however, answering the questions related to career guidance were very

similar. In the case of questions related to post-secondary educational placement, 68 percent of the males and 63 percent of the females answered. Approximately 80 percent of each group answered the questions related to occupational placement.

Resource personnel. The resource personnel most frequently rated as helpful by all the respondent groups are presented in Table 57.

Table 57

RESOURCE PERSONNEL VIEWED AS MOST HELPFUL IN CAREER PLANNING
BY MALES AND FEMALES IN VARIOUS HIGH SCHOOL RESPONDENT GROUPS

Resource Personnel	Current High School			Former High School		
	I Reporting "Quite A Lot" or "Some Help"		$\chi^2 p^*$	I Reporting "Quite A Lot" or "Some Help"		$\chi^2 p^*$
	Males	Females		Males	Females	
High school counselor						
Educational plans	81	80	0.85	74	75	0.62
Occupational plans	49	38	0.01	23	21	0.83
High school teacher						
Educational plans	63	58	0.27	50	46	0.61
Occupational plans	41	34	0.03	23	24	0.69
Family members						
Educational plans	90	94	0.29	85	85	0.79
Occupational plans	80	81	0.50	65	71	0.46
Relatives or friends						
Educational plans	77	83	0.06	63	77	0.00
Occupational plans	68	70	0.30	60	60	0.37
Employer						
Educational plans	24	19	0.07	15	14	0.54
Occupational plans	27	22	0.04	19	17	0.32
Someone attending school there						
Educational plans	55	69	0.05	42	49	0.18

* Chi-square probability based on frequency data

Although all four respondent groups showed considerable agreement on which resources were of most value, some sex differences in the degree to which these resources were perceived as helpful were indicated. Family members appeared to be perceived as the most helpful resource in both educational and occupational planning by both males and females. Further, regardless of plans, males and females seemed in close agreement on the degree to which family members were helpful. Other relatives and friends also appeared to be major sources of help in career planning; however the female students relied significantly more on this resource in educational planning than did the males. The current senior girls also attributed more helpfulness to others attending school there than did their male peers. In contrast, current high school boys perceived their high school counselors and teachers as significantly more helpful in occupational planning than did their female peers. The current senior boys also reported that employers were of significantly more help in both educational and occupational planning. Similar findings were not recorded for former high school boys.

In summary, few sex differences existed in the helpfulness attributed to various resource personnel in career guidance. The few significant differences that were noted were in the direction of current senior boys reporting greater help with occupational matters, and both current and former girls indicating greater reliance on peers in educational planning matters.

Roadblocks anticipated and encountered. The major roadblocks anticipated by current seniors and encountered by former seniors in career planning and placement are listed in Tables 58 and 59. At the 0.10 level of significance, only one instance of a sex difference in the educational roadblocks encountered by former students was evident. Significantly more of the former senior boys reported having difficulties with applications or entrance examinations than the girls. No differences were indicated in the roadblocks to educational placement anticipated by current senior boys and girls.

Table 58

SEX DIFFERENCES IN MAJOR ROADBLOCKS ANTICIPATED AND ENCOUNTERED
BY HIGH SCHOOL RESPONDENT GROUPS - EDUCATIONAL PLACEMENT

Roadblocks to College or Training	Current High School			Former High School		
	Percent Anticipating		χ^2 p*	Percent Encountering		χ^2 p*
	Males	Females		Males	Females	
a. Not knowing if able to meet the school or training qualifications	32	36	0.33	26	31	0.37
b. Not knowing what schools or training programs would like	54	48	0.15	62	61	0.94
c. Having problems with school or training applications, entrance exams or interviews	29	31	0.68	14	8	0.06
d. Not knowing where to apply for school or training programs	27	27	0.97	20	19	0.84
e. Having to move to attend a school or training program	31	30	0.89	18	24	0.18
f. After seeing the school or training program, not liking it	30	26	0.31	13	14	0.74
g. Not able to afford to enter the program or school	38	41	0.41	24	31	0.12

* Chi-square probability based on frequency data

In the area of occupational planning and placement a somewhat different picture evolved, primarily for former students. The following roadblocks to occupational placement were reported as encountered by significantly more of the former senior girls:

1. I didn't know what types of jobs I could do
2. I didn't know what types of jobs I'd like to do
3. I didn't know where to look for work
4. I didn't have transportation to the job
5. There were no openings in the jobs I've been trained for

Except for difficulties with transportation, similar sex differences were

Table 59

SEX DIFFERENCES IN MAJOR ROADBLOCKS ENCOUNTERED OR ANTICIPATED
BY HIGH SCHOOL RESPONDENT GROUPS - OCCUPATIONAL PLACEMENT

Roadblocks to Job Placement	Current High School			Former High School		
	Percent		χ^2 P*	Percent		χ^2 P*
	Anticipating			Encountering		
	Males	Females		Males	Females	
a. Not knowing what types of jobs can do	41	40	0.78	47	55	0.07
b. Not knowing what types of jobs like to do	46	45	0.89	60	69	0.03
c. Having problems with job applications and interviews	21	20	0.90	16	15	0.97
d. Not knowing where to look for work	40	45	0.30	35	52	0.00
e. Not having transportation to a job	14	26	0.00	11	25	0.00
g. Not being qualified for the job	46	51	0.24	31	32	0.94
h. The job not paying enough	50	47	0.55	43	46	0.52
i. The employer wanting someone experienced	64	68	0.24	48	52	0.39
j. Being too young for the job	38	38	0.97	23	22	0.99
o. Not liking the employer's attitude	32	28	0.27	14	18	0.33
r. There being no openings in the jobs trained for	58	56	0.83	9	15	0.10

* Chi-square probability based on frequency data

not noted among current seniors. As a group, apparently girls experienced significantly more problems in attaining occupational placement. The primary difficulty seemed to lie in knowing what their vocational interests and assets were as well as locating such work. In general the current senior girls underestimated these problems. This fact may in part be explained by the observation of several writers that current high school girls frequently failed to relate themselves to the career world, and correspondingly placed less importance on interest in occupational decision-making. However, as previously noted, the current senior girls also received significantly less assistance with occupational planning and placement from counselors, teachers, and employers. Furthermore, as the next section will demonstrate, senior girls received significantly less job placement assistance.

Evaluation and receipt of guidance services. In almost all instances, both current and former senior girls indicated that they received each of the guidance services more frequently (see Table 60). Significant differences at the 0.10 level were noted in this direction for several of the informational services, counseling services, and training areas. The major discrepancy in this finding was in direct assistance with job placement. Of the three services listed in this area, no instance existed where either the current or former high school girls reported receiving any of these services more often. As a matter of fact, in terms of actually encouraging an employer to hire them, significantly less of both the current senior girls and the former senior girls reported receiving such assistance. Apparently occupational planning for girls often did not include assistance with placement.

Table 60
SEX DIFFERENCES IN GUIDANCE SERVICES RECEIVED
BY HIGH SCHOOL RESPONDENT GROUPS

Guidance Services	Current H.S. Seniors			Former H.S. Seniors		
	Percent who participated in or received service		$\chi^2 p^*$	Percent who participated in or received service		$\chi^2 p^*$
	Males	Females		Males	Females	
a. Aptitude tests	70	71	0.67	79	79	0.96
b. Achievement tests	69	71	0.50	74	76	0.70
c. Personality evaluations	42	48	0.10	41	44	0.57
d. Job tryouts/work experiences	42	45	0.40	29	34	0.31
e. Job interest inventories	34	37	0.32	26	33	0.08
f. Written materials about occupations or training programs	58	75	0.00	61	71	0.01
g. Career days, job fairs	46	43	0.57	46	51	0.29
h. Courses on occupations	39	41	0.71	28	30	0.78
i. Field trips to schools and employment agencies	33	46	0.00	29	34	0.23
j. Employment Service job bank	5	3	0.29	9	10	0.87
k. Information about job openings	43	49	0.13	40	44	0.34
l. Career information from courses taken	34	45	0.00	37	46	0.06
m. Help with exploring/evaluating further educational goals	51	59	0.05	51	56	0.29
n. Help with exploring and evaluating employment goals	37	39	0.53	36	41	0.26
o. Help with resolving personal problems relating to further education or work plans	32	40	0.02	26	34	0.05
p. Help with talking to parents about job or school plans	82	85	0.24	74	76	0.68
q. Training for interviewing or applying for a job	30	39	0.01	28	34	0.14
r. Training in how to get along on the job	23	31	0.01	21	27	0.09
s. Training for a specific occupation	24	31	0.04	34	40	0.13
t. Assistance in making application to college or training programs	29	34	0.18	36	44	0.06
u. Assistance in locating a specific job	45	41	0.39	44	42	0.77
v. Assistance by encouraging an employer to hire you	36	26	0.00	35	28	0.08
w. Assistance by working out special arrangements by explaining your special needs to an employer	19	16	0.44	19	18	0.76
x. Contact to discuss problems about your job	--	--	--	10	5	0.04
y. Contact to determine your satisfaction with the school program	--	--	--	17	18	0.85

* Chi-square probability based on frequency data

Similar results are also presented for the evaluation of the guidance services in Table 61.

Table 61

SEX DIFFERENCES IN THE EVALUATION OF THE CAREER
GUIDANCE SERVICES BY HIGH SCHOOL RESPONDENT GROUPS

Guidance Services	Current High School			Former High School		
	Evaluation Index**		χ^2 p*	Evaluation Index**		χ^2 p*
	Males	Females		Males	Females	
a. Aptitude tests	94	90	0.76	64	93	0.01
b. Achievement tests	87	97	0.31	62	94	0.01
c. Personality evaluations	57	97	0.00	55	86	0.01
d. Job tryouts or work experiences	104	138	0.00	110	139	0.02
e. Job interest inventories	66	87	0.06	89	107	0.30
f. Written materials about occupations or training programs	99	129	0.00	111	152	0.00
g. Career days, job fairs	77	79	0.82	59	98	0.00
h. Courses on occupations	109	128	0.02	113	145	0.00
i. Field trips to schools and employment agencies	74	100	0.01	70	108	0.00
j. Employment Service job bank	16	32	0.34	41	89	0.00
k. Information about job openings	106	139	0.00	128	163	0.00
l. Career information from courses taken	83	117	0.00	101	146	0.00
m. Help with exploring and evaluating further educational goals	120	147	0.00	128	155	0.00
n. Help with exploring and evaluating employment goals	112	141	0.00	118	157	0.00
o. Help with resolving personal problems relating to further education or work plans	95	126	0.00	114	160	0.00
p. Help with talking to parents about job or school plans	139	150	0.07	129	145	0.13
q. Training for interviewing or applying for a job	113	147	0.00	121	143	0.00
r. Training in how to get along on the job	100	145	0.00	114	135	0.08
s. Training for a specific occupation	125	150	0.00	136	156	0.02
t. Assistance in making application to college or training programs	108	131	0.02	116	150	0.00
u. Assistance in locating a specific job	125	127	0.71	122	140	0.16
v. Assistance by encouraging an employer to hire you	78	38	0.00	58	63	0.14
w. Assistance by working out special arrangements by explaining your special needs to an employer	59	58	0.94	55	85	0.03
x. Contact to discuss problems about your job	-	-	-	72	108	0.00
y. Contact to determine your satisfaction with the school program	-	-	-	90	120	0.03

* Chi-square analyses based on frequency data

** For calculations formula, see page 15.

In all but three instances the twenty-five guidance services were rated as more valuable by both the current and former senior girls. In fact, most of these differences were significant beyond the 0.10 level. Perhaps this reflected the socio-cultural attitude that a dependent role is socially more acceptable for women. In other words, the girls may have rated the various guidance services as more important because reliance on others by women is socially-approved, while boys are encouraged to be self-reliant in occupational planning and placement. Another possible interpretation is that the girls may have reached a greater degree of career maturity, and therefore placed more importance on the career guidance process. For whatever reason, however, the female students, both current and former, appeared to attribute greater value to the traditional guidance services.

Summary. In summary, both current and former high school girls both participated in more career guidance services and also evaluated the importance of these services to occupational matters more highly. Despite their positive attitude toward career guidance and their greater participation in most of the guidance services, the girls appeared to encounter more difficulties in finding suitable occupational placements following high school. One explanation for this may relate to the observation that the current senior girls not only received less job-placement related services, but also received significantly less assistance with occupational matters from teachers, counselors, and employers.

Current and Former VTAE Respondents

Respondent characteristics. Of the sample of 907 current VTAE students, 48 percent were male and 50 percent were female. The distribution of the 411 former respondents, in contrast, was composed of 63 percent males and 37 percent females. Those failing to respond to the various questions concerning educational and occupational placement matters was a consistent 10 percent of each sample.

Resource personnel. The helpfulness attributed to various resource personnel in the career planning of VTAE students is compared by sex in Table 62. Analysis of the respondent group data generally indicated that females received more aid than males from the presented list of sources. Significantly more current female students received aid in educational planning from family members and other relatives/friends, and in occupational planning from other relatives/friends and high school teachers. However, the current male students rated in educational planning "someone attending school there" and "vocational-technical school teachers" significantly higher as sources of help. In occupational planning the same male group indicated that vocational-technical school teachers helped to a greater degree. Pertaining to the sample of former VTAE students, females related that high school counselors and vocational-technical school counselors were more helpful in educational planning. High school teachers were rated as significantly important in occupational planning by this female sample.

The major discrepancies between the respondent groups in the helpfulness they attributed to various key resource personnel seemed in the direction of females often receiving more help with educational matters and males receiving more help with occupational planning. The vocational-technical school's resources were often perceived as more helpful by males whereas the

high school's sources and family members were rated as more helpful by the female samples.

Table 62

RESOURCE PERSONNEL VIEWED AS MOST HELPFUL IN CAREER PLANNING
BY MALES AND FEMALES IN VARIOUS VTAE RESPONDENT GROUPS

Resource Personnel	Current VTAE Students			Former VTAE Students		
	% Reporting "Quite A Lot" or "Some Help"		$\chi^2 p^*$	% Reporting "Quite A Lot" or "Some Help"		$\chi^2 p^*$
	Males	Females		Males	Females	
Family members						
Educational planning	70	78	.0128	61	68	.2745
Occupational planning	60	63	.5903	50	51	.3614
High school counselors						
Educational planning	56	62	.1291	54	67	.0123
Occupational planning	23	28	.2572	19	21	.1751
Other relatives/friends						
Educational planning	49	63	.0002	51	60	.2022
Occupational planning	49	57	.0699	48	42	.5445
Vocational-technical school counselors						
Educational planning	48	55	.2175	36	50	.0046
Occupational planning	18	22	.1359	27	23	.0493
High school teachers						
Educational planning	34	42	.1355	41	43	.3538
Occupational planning	19	24	.0772	18	20	.0790
Someone attending school there						
Educational planning	31	30	.0246	37	32	.1945
Occupational planning	--	--	--	--	--	--
Someone working in that job						
Educational planning	--	--	--	--	--	--
Occupational planning	41	43	.3451	33	28	.2930
Vocational-technical school teachers						
Educational planning	23	18	.0237	40	27	.0005
Occupational planning	15	13	.0345	39	32	.1721

Roadblocks encountered. The major roadblocks encountered by the VTAE respondent groups are presented for analysis in Tables 63 and 64. The main roadblocks encountered in educational and occupational placement demonstrated patterns of problems regarding males and females. In educational placement the females encountered the roadblocks proportionally more often than the males. Three problems, having to move to attend, not having transportation, and family not wanting person to enter, were mentioned significantly more frequently by both current and former VTAE female students. Additionally, significantly more of the current female students expressed concern about their ability to meet the school's qualifications than did their male peers. There were no significant sex differences in the roadblocks to occupational placement anticipated or encountered.

Table 63

SEX DIFFERENCES IN MAJOR ROADBLOCKS ANTICIPATED AND ENCOUNTERED
BY VTAE RESPONDENT GROUPS - EDUCATIONAL PLACEMENT

Roadblocks to College or Training	Current VTAE			Former VTAE		
	Percent		χ^2 p*	Percent		χ^2 p*
	Anticipating			Encountered		
	Males	Females		Males	Females	
1. Not knowing what schools would like	55	56	0.72	51	54	0.67
2. Not knowing if able to meet the school or training qualifications	28	36	0.00	25	31	0.33
3. Having to move to attend a school or training program	15	21	0.04	15	22	0.09
4. Not able to afford to enter	16	19	0.26	18	25	0.18
5. Knowing where to apply	14	13	0.92	14	17	0.60
6. Not having transportation to the school or training program	8	18	0.00	7	17	0.00
7. Having problems with school applications, entrance exams/interviews	9	10	0.99	6	9	0.41
8. After seeing school or program, not liking it	9	9	0.90	10	10	0.94
9. Family not wanting person to enter	2	5	0.02	5	10	0.13

*Chi-square probability based on frequency data

Table 64

SEX DIFFERENCES IN MAJOR ROADBLOCKS ANTICIPATED AND ENCOUNTERED
BY VTAE RESPONDENT GROUPS - OCCUPATIONAL PLACEMENT

Roadblocks to Job Placement	Current VTAE			Former VTAE		
	Percent		χ^2 p*	Percent		χ^2 p*
	Anticipating			Encountered		
	Males	Females		Males	Females	
1. Employer wanting someone experienced	55	58	0.33	42	35	0.28
2. No openings in jobs trained for	42	43	0.81	19	24	0.35
3. Job not paying enough	41	37	0.28	34	32	0.79
4. Not knowing what types of jobs like to do	34	32	0.70	48	40	0.17
5. Not knowing where to look for work	27	31	0.21	18	22	0.43
6. Not being qualified for the job	28	27	0.69	20	14	0.17
7. Being too young for the job	17	22	0.13	11	11	0.88
8. Not knowing what types of jobs able to do	17	20	0.35	27	29	0.86
9. Problems with job applications and interviews	17	18	0.96	14	13	0.84

* Chi-square probability based on frequency data

Evaluation and receipt of guidance services. The services received by the VTAE respondent groups are indicated in Table 65. In a majority of the services, the females indicated greater participation. At the 0.10 level, significantly more of the current VTAE females reported participating in personality evaluations, written materials about occupations/training programs, career days, etc., career information from course work, and help with talking to parents about job or school plans. The former female group indicated greater participation in career days, etc., training for interviewing or applying for a job, and training in how to get along on the job. The significant differences were in the direction of greater participation in the guidance services related to appraisal, counseling, planning and preparation, and informational activities.

The current male sample demonstrated greater involvement in "assistance in locating a job," "assistance by encouraging an employer to hire you," and "contact to determine satisfaction with the school program." The former sample of males reported receiving significantly more placement assistance in the form of encouragement of an employer to hire the individual. The conclusion suggested by such data was that while female students received significantly more of the indirectly-related placement services (e.g., appraisal and counseling), males received significantly more direct placement assistance.

Sex differences were also noted in the importance placed on the various guidance services (Table 66). Analysis of the information demonstrated that 75-80 percent of the services were rated significantly higher by females in both current and former VTAE groups. The females tended to value most of the guidance services to a high degree. The only exception was that males to a higher degree valued "assistance by encouraging an employer to hire you."

Summary. In contrast to the male VTAE students, the female students appeared to have more problems achieving suitable educational placement despite the fact that they tended to perceive various key personnel as more helpful with educational planning and placement. The female students also indicated greater participation in the career guidance process with the exception of those services most directly related to placement. The direct job placement services tended to be more frequently received by the males who also tended to receive more assistance in occupational planning, especially from VTAE personnel. Female VTAE students also attributed greater importance to the various guidance services in occupational planning and placement.

Conclusion

The sex of a student appeared to have a significant effect on the career guidance process. In general, females tended to receive more assistance both in terms of constructive involvement with key personnel and in terms of guidance services received. However, closer inspection of the data suggested that this help was more frequently directed toward educational planning. Male students, on the other hand, appeared to more frequently be the recipients of occupational planning help as well as to receive more concrete job placement referrals. Such an observation is consistent with the responses received from providers. The providers, as a group, indicated that males accounted for more of their placements than did females. However, the responses of former high school students suggested that such a delivery pattern may not be consistent with the needs of the students. More of the former high school girls mentioned difficulties in obtaining a suitable job placement than did the boys.

Table 65

SEX DIFFERENCES IN GUIDANCE SERVICES RECEIVED BY VTAE RESPONDENT GROUPS

Guidance Service	Current VTAE Students			Former VTAE Students		
	Percent		χ^2 p*	Percent		χ^2 p*
	Receiving Service			Receiving Service		
	Males	Females		Males	Females	
a. Aptitude tests	85	86	0.67	84	85	0.95
b. Achievement tests	76	79	0.27	74	76	0.87
c. Personality evaluations	49	59	0.00	61	59	0.80
d. Job tryouts/work experiences	41	36	0.19	35	43	0.18
e. Job interest inventories	29	31	0.64	29	26	0.54
f. Written materials about occupations/training programs	63	75	0.00	66	70	0.49
g. Career days, job fairs	30	1	0.00	36	49	0.02
h. Courses on occupations	33	32	0.97	33	30	0.51
i. Field trips to schools and employment agencies	39	38	0.67	35	39	0.52
j. Employment Service job bank	10	7	0.20	16	18	0.71
k. Information about job openings	49	47	0.58	63	63	0.95
l. Career information from courses taken	41	50	0.01	51	49	0.77
m. Help with exploring/evaluating further educational goals	44	45	0.98	33	40	0.16
n. Help with exploring and evaluating employment goals	33	32	0.89	32	35	0.56
o. Help with resolving personal problems relating to further education or work plans	29	33	0.27	26	27	0.96
p. Help with talking to parents about job or school plans	62	68	0.05	55	58	0.68
q. Training for interviewing or applying for a job	45	46	0.95	45	60	0.00
r. Training in how to get along on the job	38	39	0.85	38	49	0.04
s. Training for a specific occupation	62	65	0.32	74	80	0.22
t. Assistance in making application to college or programs	31	36	0.17	32	38	0.36
u. Assistance in locating a specific job	45	38	0.05	46	47	0.95
v. Assistance by encouraging an employer to hire you	35	30	0.09	35	23	0.02
w. Assistance by working out special arrangements by explaining your special needs to employer	19	18	0.86	15	19	0.46
x. Contact to discuss problems about your job	17	13	0.20	20	19	0.91
y. Contact to determine your satisfaction with the school program	27	21	0.04	41	45	0.48

* Chi-square probability based on frequency data

Table 66

SEX DIFFERENCES IN THE EVALUATION OF THE CAREER GUIDANCE SERVICES BY VTAE RESPONDENT GROUPS

Guidance Services	Current VTAE			Former VTAE		
	Evaluation Index**		$\chi^2 p^*$	Evaluation Index**		$\chi^2 p^*$
	Male	Female		Male	Female	
a. Aptitude tests	88	106	0.05	104	109	0.57
b. Achievement tests	83	104	0.03	93	117	0.06
c. Personality evaluations	85	108	0.00	101	137	0.00
d. Job tryouts/work experiences	122	135	0.10	123	152	0.03
e. Job interest inventories	69	95	0.02	81	113	0.08
f. Written materials about occupations or training programs	100	139	0.00	118	141	0.09
g. Career days, job fairs	52	105	0.00	62	113	0.00
h. Courses on occupations	90	135	0.00	111	135	0.10
i. Field trips to schools and employment agencies	61	104	0.00	74	96	0.01
j. Employment Service job bank	35	65	0.02	50	87	0.03
k. Information about job openings	123	154	0.00	148	167	0.10
l. Career information from courses taken	103	137	0.00	115	143	0.05
m. Help with exploring/evaluating further educational goals	116	151	0.00	131	155	0.04
n. Help with exploring and evaluating employment goals	119	147	0.00	135	150	0.29
o. Help with resolving personal problems relating to further education or work plans	104	141	0.00	122	150	0.08
p. Help with talking to parents about job or school plans	100	126	0.00	98	120	0.20
q. Training for interviewing or applying for a job	134	156	0.00	139	165	0.02
r. Training in how to get along on the job	120	145	0.00	135	170	0.00
s. Training for a specific occupation	151	166	0.03	164	180	0.06
t. Assistance in making application to college or programs	101	132	0.00	99	131	0.13
u. Assistance in locating a specific job	122	125	0.05	140	144	0.90
v. Assistance by encouraging an employer to hire you	62	43	0.00	65	29	0.06
w. Assistance by working out special arrangements by explaining your special needs to an employer	58	71	0.43	60	70	0.36
x. Contact to discuss problems about your job	115	122	0.11	117	137	0.25
y. Contact to determine your satisfaction with the school program	111	130	0.06	125	149	0.09

* Chi-square analyses based on frequency data

** For explanation of calculation, see page 15

Academic Standing as a Variable in Career GuidanceCurrent and Former High School Respondents

Respondent Characteristics. An almost identical percentage of students classified themselves as C or below students in the current and former high school samples. The percentages were 41 and 42 percent, respectively. However marked differences existed in the percentages of students responding to the questions concerning post-secondary plans. Only students considering pursuing further educational opportunities were requested to complete these questions. While 68 percent of the current students with C or below averages answered the questions concerning post-secondary educational plans, only 42 percent of the C or below average students in the former sample answered these questions. In the case of the A and B students, the discrepancy was much smaller with 82 percent of the current students and 74 percent of the former students answering the questions concerned with educational planning and placement. Apparently less than two-thirds of the C or below students contemplating continued education or training in their senior year will actually realize such goals. Similar findings were not noted in the occupational area. Approximately 90 percent of the current students and 80 percent of the former students answered the questions related to post-secondary occupational plans regardless of academic standing.

Resource personnel. The various resource personnel rated as most helpful in educational and occupational planning by the various student groups are listed in Table 67. In general the less academically successful students relied on the same resource personnel as did the more successful in both educational and occupational matters. However, some differences existed in the degree of helpfulness ascribed to the various resource personnel by the different student groups.

High school personnel, i.e. teachers and counselors, were perceived as significantly less helpful in educational planning by current students with C or below averages. Such differences were not noted for the former student sample. Perhaps this reflected the fact that the former student sample was biased in terms of a greater proportion of students pursuing post-secondary educational opportunities than chance factors alone would dictate. If the contention, that counselors and teachers were more inclined to help the student who desires further education, is warranted, this would explain such a discrepancy in the findings. Support for this contention might be inferred from the larger percents of students involved in educational planning who received help than that received by students involved in occupational planning. Perhaps many of the less academically successful students who are now working, and underrepresented in the former student sample (see page 26) had entertained notions of post-secondary education, but found little support from the various school personnel.

Family members and peers appeared to be very influential resources in both occupational and educational planning for all students. However, former students in the less academically successful group reported receiving less help from these resources. Significantly fewer of the former students perceived their families as helpful with either educational or occupational matters. Their other relatives and friends also appeared to be less helpful in educational matters, although no significant differences were noted for this group in occupational matters. Apparently the social environment in which the more able student finds himself was better equipped to help in the achievement of educational goals.

Table 67

HELPLEFULNESS ATTRIBUTED TO MAJOR RESOURCE PERSONNEL BY
HIGH SCHOOL STUDENTS REPORTING DIVERSE ACADEMIC STANDING

Major Sources of Help	Current Seniors			Former Seniors		
	% Receiving Help		$\chi^2 p^*$	% Receiving Help		$\chi^2 p^*$
	A or B	C or below		A or B	C or below	
High school counselors						
Educational plans	86	72	0.00	77	70	0.29
Occupational plans	45	41	0.40	20	26	0.22
High school teachers						
Educational plans	66	51	0.00	50	46	0.20
Occupational plans	40	35	0.34	22	25	0.36
Family members						
Educational plans	93	91	0.31	88	81	0.02
Occupational plans	81	82	0.43	71	65	0.10
Other relatives and friends						
Educational plans	82	77	0.27	76	59	0.00
Occupational plans	68	71	0.17	61	60	0.36
Employer						
Educational plans	21	22	0.42	14	16	0.46
Occupational plans	25	24	0.95	16	20	0.78
College recruiter						
Educational plans	32	18	0.00	22	10	0.02
Occupational plans	11	7	0.25	2	1	0.63
Wisconsin State Employment Service						
Educational plans	3	5	0.04	5	14	0.00
Occupational plans	6	7	0.12	15	21	0.12

* Chi-square probability based on frequency data

The following remarks summarize the helpfulness of the other major resource personnel:

1. Current and former employers are viewed as equally helpful regardless of the student's academic standing.
2. Students of higher academic standing receive significantly more help in educational planning from college recruiters.
3. The Wisconsin State Employment Service was viewed as a more helpful resource by the less academically successful student.

However, the above resource personnel exerted influence on only a small minority of students in all groups.

In summary, the less academically successful students perceived the same major resource personnel as helpful in career planning as did their more academically able peers (family, friends, teachers, and counselors). However, the C and below average student frequently reported receiving

significantly less help from these resources, particularly in educational planning. These findings lend credence to the assertion that those presently receiving the bulk of the guidance services, the A or B students, often have the most other helpful resource personnel available to them.

Roadblocks to career planning and placement. The A and B students were compared with the C and below students in terms of roadblocks to educational and occupational placement which they either anticipated or encountered. Two major conclusions were inferred from the data presented in Tables 68 and 69:

1. The students with grade point averages of C or below anticipated and encountered more roadblocks in both educational and occupational placements.
2. For the most part, the C and below grade average students tended to anticipate more problems than their peers actually encountered.

In terms of educational planning, those with lower academic standing perceived more problems related to meeting admission standards. Difficulties in this area were borne up as actual problems by the former students. However, the lower achieving students also perceived many other areas to be potential roadblocks, including discrimination and difficulty in finding child care facilities. The data from former students did not verify these fears. Similar findings were also noted in occupational planning. Current seniors with C or below grade averages expressed concern not only for their lack of qualifications and ability to "sell" themselves in an interview, but also over such problems as discrimination, transportation and family conflicts. However, the former students reported significantly more problems only in the former areas.

From the data presented concerning the roadblocks to career placement as a function of academic standing, the inference was suggested that the C and below students feared their histories of less academic success would be repeated in their post-high school years. The multiplicity of problems anticipated by these seniors led to the speculation that perhaps these students felt a greater degree of anxiety in regard to their future. Nevertheless, certain realities are presented:

1. The former students with C or below averages reported having significantly more difficulties with gaining entry (i.e. handling interviews, applications, and other entry-related skills) to both the educational and occupational realms.
2. These students' lower academic standing was equated with inability to meet entry requirements in both the educational and occupational realms.

Guidance services received and the value attached to these services. An analysis using the chi-square technique was used to determine whether a significant difference existed between the two groups in the guidance services students of diverse academic standing received (Table 70, page 104). Several significant differences at the 0.10 level were apparent between the two groups. In the case of the former students, all the significant differences were in the direction of the A or B level students receiving significantly more services. Although, for the most part, a similar phenomena was reported by current students, some exceptions were noted. These

Table 68

ROADBLOCKS ANTICIPATED AND ENCOUNTERED IN OCCUPATIONAL PLANNING AND PLACEMENT BY HIGH SCHOOL STUDENTS OF DIVERSE ACADEMIC STANDING

Roadblock to Job Placement	Current Seniors			Former Seniors		
	% Anticipating		$\chi^2 p^*$	% Encountering		$\chi^2 p^*$
	A or B	C or below		A or B	C or below	
a. Not knowing what types of jobs able to do	38	43	0.18	49	55	0.23
b. Not knowing what types of jobs like to do	45	46	0.79	63	67	0.46
c. Having problems with job applications and interviews	17	25	0.02	13	20	0.05
d. Not knowing where to look for work	40	46	0.14	44	43	0.78
e. Having to move to find a job and not wanting to	13	15	0.40	7	10	0.18
f. Not having transportation to a job	18	24	0.08	18	18	0.96
g. Not being qualified for the job	43	57	0.00	27	37	0.04
h. The job not paying enough	47	52	0.23	45	42	0.48
i. The employer wanting someone experienced	66	68	0.55	51	48	0.55
j. Being too young for the job	38	38	0.95	22	23	0.96
k. Family not wanting person to take the job	7	13	0.01	11	7	0.23
l. Employer not hiring because of race	1	4	0.08	-	-	-
m. Employer not hiring because of sex	5	11	0.00	-	-	-
n. Employer not hiring because of handicap	4	6	0.28	-	-	-
o. Not liking the employer's attitude	29	30	0.88	15	16	0.85
p. Dress and appearance being inappropriate	11	20	0.00	5	6	0.86
q. Hair cut or beard being a problem	14	22	0.01	5	12	0.01
r. There being no openings in the jobs trained for	57	57	0.95	11	13	0.62
s. Not having a high school diploma	1	7	0.00	1	2	0.43
t. Not being able to take job because not able to find anyone to care for children	2	7	0.00	-	-	-

* Chi-square probability based on frequency data

Table 69

ROADBLOCKS ANTICIPATED AND ENCOUNTERED IN EDUCATIONAL PLANNING AND PLACEMENT BY HIGH SCHOOL STUDENTS OF DIVERSE ACADEMIC STANDING

Roadblock	Current H.S. Seniors			Former H.S. Seniors		
	Percent Reporting "Anticipate as a Future Problem"		$\chi^2 p^*$	Percent Reporting "Experienced This Problem"		$\chi^2 p^*$
	A or B	C or below		A or B	C or below	
a. Not knowing if able to meet the school/trng. qualifications	24	50	0.00	21	43	0.00
b. Not knowing what schools or training programs would like	50	50	0.95	60	65	0.45
c. Having problems with school or training applications, entrance exams or interviews	20	47	0.00	9	16	0.07
d. Not knowing where to apply for school or training programs	23	35	0.00	18	22	0.33
e. Having to move to attend a school or training program	31	29	0.79	22	17	0.20
f. Not having transportation to the school/training program	16	20	0.20	10	9	0.84
g. Not being accepted to a school or training program	11	27	0.00	3	6	0.26
h. School or training program no longer accepting applications	12	19	0.04	5	6	0.95
i. Not being able to meet educational requirements to enter school or training program	7	29	0.00	2	8	0.02
j. Family not wanting person to enter school or program	5	8	0.16	8	6	0.52
k. Not being accepted into school or program because of race	0	3	0.01	**	**	1.00
l. Not being accepted into school or program because of sex	1	5	0.02	**	**	1.00
m. Not being accepted into school or program because of handicap	3	4	0.38	**	1	0.61
n. After seeing the school or program, not liking it	25	30	0.22	12	15	0.54
o. Not being able to afford to enter the program or school	41	37	0.37	26	31	0.35
p. Not having a high school diploma	2	8	0.00	**	1	0.24
q. Not being able to enroll in school or program because not able to find anyone to care for children	1	4	0.04	**	**	1.00

* Chi-square probability based on frequency data

** Less than one percent of respondents

Table 70

COMPARISON OF GUIDANCE SERVICES RECEIVED BY HIGH SCHOOL
SENIORS OF DIVERSE ACADEMIC STANDING

Guidance Service	Current Seniors			Former Seniors		
	Percent		$\chi^2 p^*$	Percent		$\chi^2 p^*$
	Receiving Service	A or B C or below		Receiving Service	A or B C or below	
a. Aptitude tests	78	61	0.00	85	71	0.00
b. Achievement tests	77	61	0.00	83	66	0.00
c. Personality evaluations	48	42	0.12	39	45	0.16
d. Job tryouts or work experience	45	42	0.56	31	31	0.97
e. Job interest inventories	41	28	0.00	30	28	0.72
f. Written materials about occupations or training programs	73	61	0.00	75	54	0.00
g. Career days, job fairs	50	37	0.00	53	41	0.01
h. Courses on occupations	37	45	0.03	27	33	0.17
i. Field trips to schools and employment agencies	43	36	0.08	33	31	0.72
j. Employment Service job bank	2	6	0.02	11	8	0.24
k. Information about job openings	46	48	0.47	42	41	0.79
l. Career information from courses taken	43	37	0.12	42	42	0.95
m. Help with exploring/evaluating further educational goals	65	43	0.00	60	43	0.00
n. Help with exploring/evaluating employment goals	41	35	0.14	40	35	0.22
o. Help with resolving personal problems relating to further education or work plans	42	29	0.00	33	26	0.09
p. Help with talking to parents about job or school plans	86	80	0.02	80	68	0.00
q. Training for interviewing or applying for a job	32	39	0.05	29	33	0.44
r. Training in how to get along on the job	26	32	0.09	24	25	0.85
s. Training for a specific occupation	26	31	0.16	37	39	0.73
t. Assistance in making application to college or training programs	40	20	0.00	45	34	0.01
u. Assistance in locating a specific job	39	48	0.02	44	41	0.53
v. Assistance by encouraging an employer to hire you	32	27	0.18	32	30	0.68
w. Assistance by working out special arrangements by explaining your special needs to an employer	17	19	0.41	18	19	0.83
x. Contact to discuss problems about your job	-	-	-	6	10	0.16
y. Contact to determine your satisfaction with school program	-	-	-	17	17	0.94

* Chi-square analyses based on frequency data

exceptions were in the direction of the students with lower grade achievement receiving greater assistance with techniques for getting and holding a job as well as assistance with locating a specific job. Significantly more of the lower achieving students received assistance through the Job Service job bank. This finding is consistent with an earlier observation that the less successful students received more assistance from the Employment Service. In general, greater attention was given to training in job-seeking and maintaining skills and job placement for the less academically successful, while for the more academically successful, greater emphasis was placed on counseling, testing, and information giving.

Table 71 presents the evaluation indices credited to the guidance services by the various student groups. With only one exception, that of training in how to get along on a job, all of the significant differences (at the 0.10 level) noted between the groups were in the direction of the more academically successful students rating the services as more valuable. In order to compare these groups further on the value they attached to the various guidance services, a composite evaluation index was derived. This index was the sum of the evaluation indices attained by the current and former students in each academic attainment group. The evaluation indices of each academic group were then rank ordered to facilitate comparison. The composite evaluation indices and ranks appear in Table 72. This comparison suggested that the C or below students placed greater value on job-getting and maintaining behaviors and less value on written informational materials and educational counseling.

Summary. The less academically successful students reported receiving significantly fewer of the guidance services and frequently found the key resource personnel to be less helpful in career planning, particularly with educational planning and placement. They also evaluated most of the guidance services significantly less positively than their more successful cohorts. The exception to these findings was the more positive evaluation and more frequent use of services related to job-getting and maintaining. Emphasis on these areas seems warranted because the less academically successful students both anticipated more difficulties in securing suitable job placement and also encountered more problems.

Table 71

IMPORTANCE ATTACHED TO THE VARIOUS GUIDANCE SERVICES
BY HIGH SCHOOL SENIORS OF DIVERSE ACADEMIC STANDING

Guidance Service	Current Seniors			Former Seniors		
	Evaluation Index ¹		$\chi^2 p^*$	Evaluation Index ¹		$\chi^2 p^*$
	A or B	C or below		A or B	C or below	
a. Aptitude tests	97	88	0.18	84	73	0.60
b. Achievement tests	99	89	0.07	79	74	0.85
c. Personality evaluations	80	79	0.03	64	80	0.45
d. Job tryouts or work experiences	126	124	0.25	135	111	0.05
e. Job interest inventories	74	84	0.03	95	90	0.41
f. Written materials about occupations or training programs	130	101	0.00	151	105	0.00
g. Career days, job fairs	83	70	0.33	95	54	0.00
h. Courses on occupations	125	118	0.56	133	121	0.18
i. Field trips to schools and employment agencies	92	92	0.87	104	69	0.01
j. Employment Service job bank	25	25	0.03	82	45	0.00
k. Information about job openings	127	122	0.78	152	135	0.08
l. Career information from courses taken	109	97	0.03	128	120	0.52
m. Help with exploring/evaluating further educational goals	149	120	0.00	153	125	0.00
n. Help with exploring and evaluating employment goals	138	121	0.11	149	125	0.00
o. Help with resolving personal problems relating to further education or work plans	124	98	0.00	148	124	0.03
p. Help with talking to parents about job or school plans	149	141	0.36	146	126	0.06
q. Training for interviewing or applying for a job	129	143	0.11	138	128	0.61
r. Training in how to get along on the job	119	140	0.03	121	127	0.57
s. Training for a specific occupation	146	134	0.16	148	146	0.90
t. Assistance in making application to college or training programs	133	109	0.01	139	125	0.09
u. Assistance in locating a specific job	127	132	0.38	144	117	0.00
v. Assistance by encouraging an employer to hire you	52	63	0.74	63	52	0.02
w. Assistance by working out special arrangements by explaining your special needs to employer	54	66	0.36	77	58	0.37
x. Contact to discuss problems about your job	-	-	-	98	81	0.32
y. Contact to determine your satisfaction with school program	-	-	-	121	83	0.00

* Chi-square probability analyses based on frequency data

¹ For calculations formula, see p. 15.

Table 72

COMPARISON OF COMPOSITE EVALUATION INDICES AND RANKS OF GUIDANCE SERVICES BY HIGH SCHOOL STUDENTS OF DIVERSE ACADEMIC STANDING

Guidance Service	A or B		C or Below		Rank Differences
	Composite Score	Rank	Composite Score	Rank	
a. Aptitude tests	181	16	161	17.5	1.5
b. Achievement tests	178	17.5	163	16	0.5
c. Personality evaluations	144	20	159	19	1.0
d. Job tryouts or work experiences	261	11	235	10	1.0
e. Job interest inventories	169	19	174	15	4.0
f. Written materials about occupations or training programs	281	5	206	14	9.0
g. Career days, job fairs	178	17.5	124	20.5	3.0
h. Courses on occupations	258	12	239	9	3.0
i. Field trips to schools and employment agencies	196	15	161	17.5	2.5
j. Employment Service job bank	107	23	70	23	0.0
k. Information about job openings	279	6	257	5	1.0
l. Career information from courses taken	237	14	217	13	1.0
m. Help with exploring/evaluating further educational goals	302	1	245	8	7.0
n. Help with exploring and evaluating employment goals	287	4	246	7	3.0
o. Help with resolving personal problems relating to further education or work plans	272	7.5	222	12	4.5
p. Help with talking to parents about job or school plans	295	2	267	3.5	1.5
q. Training for interviewing or applying for a job	267	10	271	2	8.0
r. Training in how to get along on the job	240	13	267	3.5	9.5
s. Training for a specific occupation	294	3	280	1	2.0
t. Assistance in making application to college or training programs	272	7.5	234	11	3.5
u. Assistance in locating a specific job	271	9	249	6	3.0
v. Assistance by encouraging an employer to hire you	115	22	115	22	0.0
w. Assistance by working out special arrangements by explaining your special needs to an employer	131	21	124	20.5	0.5

Current and Former VTAE School Respondents

Respondent characteristics. The current and former samples of VTAE students rated themselves according to their overall grade average in high school. Forty-two percent of the current students reported receiving "A or B" grades, while 57 percent received "C or below" grades. The former students reported similar percentages, with 44 percent in the "A or B" category and 55 percent in the "C or below" group. The percentage of responses from the respondents was approximately 90-95 percent for questions concerning career guidance.

Resource personnel. The data concerning the major resource personnel relied upon in career planning are outlined in Table 73.

Table 73

HELPLESSNESS ATTRIBUTED TO MAJOR RESOURCE PERSONNEL BY CURRENT AND FORMER VTAE STUDENTS REPORTING DIVERSE ACADEMIC STANDING

Major Sources of Help	Current VTAE Students			Former VTAE Students		
	Receiving Help		$\chi^2 p^*$	Receiving Help		$\chi^2 p^*$
	A or B	C or Below		A or B	C or Below	
Family members						
Educational planning	78	72	.0020	69	59	.0450
Occupational planning	67	59	.0477	55	47	.4634
High school counselors						
Educational planning	70	51	.0000	73	47	.0000
Occupational planning	33	21	.0000	22	18	.1508
Other relatives or friends						
Educational planning	60	53	.0812	60	50	.1968
Occupational planning	58	50	.0945	46	46	.9419
Voc-tech school counselors						
Educational planning	47	54	.0264	41	41	.8366
Occupational planning	18	22	.0945	22	29	.0730
High school teachers						
Educational planning	47	31	.0000	48	36	.0283
Occupational planning	29	16	.0000	21	16	.0944
Someone attending school there						
Educational planning	35	28	.1841	36	35	.7281
Occupational planning	--	--	--	--	--	--
Voc-tech school teachers						
Educational planning	18	22	.0144	29	39	.2007
Occupational planning	14	14	.6444	38	34	.4446
Someone working in that job						
Educational planning	--	--	--	--	--	--
Occupational planning	45	38	.2170	36	28	.0540
Previous or current employer						
Educational planning	12	12	.4799	19	19	.8906
Occupational planning	21	18	.5491	24	25	.1587
Wisconsin State Employment Service						
Educational planning	6	11	.0706	10	12	.6118
Occupational planning	12	16	.0773	15	14	.0136

* Chi-square analyses based on frequency data

An overall analysis indicated that the "A or B" students received more assistance from the major resources than the "C or below" students. The current students who reported A or B high school averages received significantly more help in educational planning from family members, high school counselors, other relatives or friends, and high school teachers. In relation to occupational planning, the current VTAE students who reported a more successful academic history were aided more by family members, high school counselors, and other relatives or friends. Analysis of the "C or below" category revealed that vocational-technical school counselors and the Job Service (formerly WSES) were more helpful in educational and occupational planning while the vocational-technical school teachers were helpful in educational planning.

The respondent data for the former VTAE students revealed similar trends. Family members, high school counselors, high school teachers, someone working in that job and the Job Service were rated as significantly helpful by the "A or B" group in educational planning. Only high school teachers were ranked as helpful in occupational planning by this category. The former students in the "C or below" group judged the vocational-technical school counselors helpful in occupational planning.

In summary, the data suggested that the students in the "A or B" category received more help from more sources, especially in educational planning. The students in the "C or below" category received more aid from the vocational-technical school personnel and Job Service in occupational planning. The results suggested that occupational planning efforts were primarily directed toward the average and below average student. In contrast the above average student received more help from more resources mainly in the realm of educational planning.

Roadblocks to career planning and placement. Tables 74 and 75 summarize the results of the roadblocks encountered in educational and occupational planning and placement by VTAE students with different histories of academic success. High school academic standing appeared to affect the VTAE students' ability to secure suitable educational placement. Significantly more of the students who reported high school grade averages of C or below indicated that they did not know if they would be able to meet the school's qualifications. Interestingly, a reverse phenomena seemed to be operating in the area of occupational planning and placement. The current VTAE students who reported higher high school grade averages tended, for the most part, to anticipate more problems in securing suitable occupational placement than did their peers who had lower high school grades. These students were particularly concerned about not knowing what types of jobs they could do or where to look for work. However, the data from former students did not substantiate these fears.

In summary, the "A or B" students demonstrated various classes of problems that were encountered. Career planning and exploration were the major areas of encountered problems. For the "C or below" students, qualifications, educational requirements and lack of experience encompassed the majority of the past roadblocks. The results indicated two distinct types of problems that were encountered by the samples, i.e. "A or B" students encountered career planning and exploration problems while "C or below" encountered career entry problems.

Table 74

ROADBLOCKS ENCOUNTERED IN EDUCATIONAL PLANNING AND PLACEMENT
BY VTAE STUDENTS OF DIVERSE ACADEMIC STANDING

Roadblocks to College or Training	Current VTAE Students			Former VTAE Students		
	% Encountering		χ^2 p*	% Encountering		χ^2 p*
	A or B	C or below		A or B	C or below	
a. Not knowing if able to meet the school or training qualifications	23	38	0.00	14	38	0.00
b. Not knowing what schools or programs would like	55	56	0.98	51	53	0.74
c. Having problems with applications, entrance exams or interviews	4	13	0.00	3	9	0.02
d. Not knowing where to apply for school or programs	12	14	0.45	13	16	0.49
e. Having to move to attend a school or training program	22	14	0.00	21	14	0.12
f. Not having transportation to the school or training program	14	12	0.55	14	8	0.06
g. Not being accepted to enter a school or training program	2	5	0.04	2	3	0.73
h. The school/training program no longer accepting applications	4	7	0.13	5	7	0.61
i. Not meeting the educational requirements to enter	1	7	0.00	4	5	0.96
j. Family not wanting person to enter school/training program	4	3	0.99	9	6	0.34
k. Not being accepted into the school/program because of race	1	1	0.80	0	1	0.92
l. Not being accepted into the school/program because of sex	0	1	0.61	0	1	0.92
m. Not being accepted into the school/program because of a handicap	1	1	0.70	1	1	0.57
n. After seeing the program or school, not liking it	9	9	0.99	11	9	0.73
o. Not being able to afford to enter the school or program	17	17	0.98	21	21	0.93
p. Not having a high school diploma	3	7	0.01	2	6	0.12
q. Not being able to enroll because not able to find anyone to care for children	4	4	0.93	1	4	0.13

* Chi-square probability based on frequency data

Table 75

ROADBLOCKS ANTICIPATED AND ENCOUNTERED IN OCCUPATIONAL PLANNING AND PLACEMENT BY VTAE STUDENTS OF DIVERSE ACADEMIC STANDING

Roadblocks to Job Placement	Current VTAE Students			Former VTAE Students		
	% Anticipating		$\chi^2 p^*$	% Encountering		$\chi^2 p^*$
	A or B	C or Below		A or B	C or Below	
a. Not knowing what types of jobs able to do	18	19	0.86	25	30	0.43
b. Not knowing what types of jobs like to do	38	30	0.02	48	43	0.40
c. Having problems with job applications and interviews	18	17	0.67	13	15	0.68
d. Not knowing where to look for work	35	25	0.00	18	20	0.74
e. Having to move to find a job and not wanting to	18	13	0.07	14	10	0.31
f. Not having transportation to a job	15	11	0.12	12	4	0.02
g. Not being qualified for the job	29	27	0.45	15	20	0.31
h. The job not paying enough	39	39	0.86	31	34	0.68
i. The employer wanting someone experienced	59	54	0.12	34	43	0.08
j. Being too young for the job	24	16	0.00	12	10	0.74
k. Family not wanting person to take the job	4	4	0.96	2	3	0.52
l. Employers not hiring because of race	3	4	0.53	1	2	0.50
m. Employers not hiring because of sex	5	4	0.36	2	2	0.79
n. Employers not hiring because of a handicap	3	5	0.27	2	2	0.79
o. Not liking the employer's attitude	15	15	0.93	10	10	0.94
p. Dress and appearance being inappropriate	12	12	0.93	3	3	0.99
q. Hair cut or beard being a problem	13	19	0.05	6	8	0.39
r. No openings in jobs trained for	45	41	0.30	18	22	0.49
s. Not having a high school diploma	1	6	0.00	1	6	0.04
t. Not being able to take the job because not able to find anyone to care for children	2	5	0.11	1	3	0.42

* Chi-square probability based on frequency data

Guidance services received and the value attached to these services. The data that are analyzed in this section are presented in Tables 76 and 77. At the significance level of 0.10 numerous differences were demonstrated. The VTAE students who received the higher high school grades tended to report greater participation in almost all the guidance services. The main area of significant differences was in the informational services that were provided. This fact was evident with current and former VTAE students. The

Table 76

COMPARISON OF GUIDANCE SERVICES RECEIVED BY VTAE
STUDENTS OF DIVERSE ACADEMIC STANDING

Guidance Service	Current VTAE Students			Former VTAE Students		
	Percent Receiving Service		χ^2 p*	Percent Receiving Service		χ^2 p*
	A or B	C or Below		A or B	C or Below	
a. Aptitude tests	87	85	0.49	85	84	0.79
b. Achievement tests	82	74	0.01	78	73	0.32
c. Personality evaluations	57	52	0.19	57	63	0.30
d. Job tryouts/work experiences	40	38	0.56	35	40	0.35
e. Job interest inventories	35	26	0.01	29	28	0.98
f. Written materials about occupations or training programs	77	63	0.00	74	62	0.02
g. Career days, job fairs	43	30	0.00	50	33	0.00
h. Courses on occupations	38	29	0.01	30	34	0.48
i. Field trips to schools and employment agencies	46	33	0.00	43	31	0.03
j. Employment Service job bank	10	8	0.95	17	16	0.76
k. Information about job openings	52	46	0.11	67	59	0.15
l. Career information from courses taken	53	42	0.00	50	50	0.95
m. Help with exploring/evaluating further educational goals	47	43	0.22	39	32	0.15
n. Help with exploring/evaluating employment goals	32	32	0.96	36	31	0.32
o. Help with resolving personal problems relating to further education or work plans	33	31	0.44	30	23	0.12
p. Help with talking to parents about job or school plans	71	62	0.01	64	50	0.01
q. Training for interviewing or applying for a job	54	38	0.00	56	46	0.06
r. Training in how to get along on the job	43	36	0.05	42	41	0.99
s. Training for a specific occupation	66	62	0.31	82	71	0.02
t. Assistance in making application to college or programs	38	30	0.02	37	32	0.41
u. Assistance in locating a specific job	43	41	0.68	49	44	0.37
v. Assistance by encouraging an employer to hire you	32	33	0.91	30	31	0.99
w. Assistance by working out special arrangements by explaining your special needs to an employer	16	19	0.19	15	19	0.42
x. Contact to discuss problems about your job	12	18	0.02	19	20	0.90
y. Contact to determine your satisfaction with school program	24	24	0.87	49	37	0.02

* Chi-square analyses based on frequency data

Table 77

IMPORTANCE ATTACHED TO THE VARIOUS GUIDANCE SERVICES
BY VTAE STUDENTS OF DIVERSE ACADEMIC STANDING

Guidance Service	Current VTAE Students			Former VTAE Students		
	Evaluation Index ¹		χ^2 P*	Evaluation Index ¹		χ^2 P*
	A or B	C or Below		A or B	C or Below	
a. Aptitude tests	90	102	0.31	95	113	0.31
b. Achievement tests	91	94	0.97	104	98	0.63
c. Personality evaluations	100	101	0.99	116	112	0.88
d. Job tryouts/work experiences	136	122	0.17	133	135	0.70
e. Job interest inventories	91	74	0.09	95	87	0.86
f. Written materials about occupations or training programs	133	107	0.00	131	123	0.30
g. Career days, job fairs	98	60	0.00	85	77	0.34
h. Courses on occupations	127	150	0.01	117	120	0.15
i. Field trips to schools and employment agencies	104	65	0.00	77	87	0.45
j. Employment Service job bank	59	43	0.43	71	56	0.62
k. Information about job openings	148	131	0.07	160	148	0.43
l. Career information from courses taken	136	111	0.01	128	120	0.61
m. Help with exploring/evaluating further educational goals	142	127	0.10	146	135	0.41
n. Help with exploring/evaluating employment goals	143	122	0.01	137	140	0.77
o. Help with resolving personal problems relating to further education or work plans	143	110	0.00	142	123	0.05
p. Help with talking to parents about job or school plans	125	103	0.03	102	103	0.94
q. Training for interviewing or applying for a job	157	133	0.00	157	141	0.24
r. Training in how to get along on the job	147	127	0.00	148	146	0.49
s. Training for a specific occupation	169	142	0.01	174	168	0.93
t. Assistance in making application to college or programs	121	111	0.54	104	127	0.07
u. Assistance in locating a specific job	131	117	0.07	134	145	0.48
v. Assistance by encouraging an employer to hire you	48	55	0.80	42	56	0.72
w. Assistance by working out special arrangements by explaining your special needs to an employer	66	61	0.30	45	75	0.07
x. Contact to discuss problems about your job	118	107	0.43	122	126	0.39
y. Contact to determine your satisfaction with school program	122	116	0.82	136	130	0.88

* Chi-square analyses based on frequency data

¹ For calculations formula, see page 15.

only exception was with current students whose "C or below" category rated follow-up "contact to discuss job problems" significantly higher.

In discussing the importance level that was indicated by the sample, a majority of services were valued more highly by the "A or B" students, especially the informational services. This fact was predominantly true with the current VTAE students. The exceptions to this fact were in regard to the former VTAE students. The "C or below" students in this group felt "assistance in making application" and "aid in developing special arrangements through explanation of special needs to an employer" were more important than the "A or B" group. An additional table was used to obtain a composite comparison of the evaluation indices for the diverse academic groups. Table 78 presents the composite score, calculated by addition of the evaluation indices of the current and former VTAE students for "A or B" grades and "C or below" grades, rank orders and rank differences. The major areas of differences are indicated in occupational courses, resolving personal problems and talking to parents about future plans. The "C or below" students placed greater importance upon occupational courses and discussions with parents while the "A or B" students placed more importance upon resolution of personal problems.

Summary. The VTAE students who reported grade averages of A or B while in high school received more educational aid from more resources, have experienced problems about their career goals, have received more guidance services and attached a greater importance to these services, especially informational services. The "C or below" students attributed less helpfulness to the various resources and received fewer services, but expressed more concern about the job market and an orientation to occupational roles. In essence, the two groups indicated distinct views to careers, career awareness and occupational roles.

Conclusion

The providers also supplied data on the educational ability of those they placed into jobs or further training (Table 47). On the high school level, counselors seemed to be providing greater job placement assistance to the below average student. However, although the lower ability student accounted for a larger proportion of the job placements made by high school counselors, such placements were proportionately less frequent activities of counselors than were placements into further training where the ratio of above average to below average placements was 2 to 1. Similarly more of the placements reported by high school teachers involved above average students. The ratio of above average to below average students placed either on a job or into further training was 3 to 1 for the VTAE providers. Apparently the educational personnel surveyed provided more placement assistance to the above average student, particularly in regard to educational placement. Such an observation was consistent with the data received from users. The more academically successful students in both the high schools and the VTAE system reported receiving more help from a variety of key personnel and participating in more of the guidance services than their less academically successful peers. They also evaluated the guidance process more favorably in terms of its importance in occupational planning and placement. Any inconsistencies in this conclusion were in the direction of the C or below average student receiving greater assistance with job placement.

Table 7b

COMPARISON OF COMPOSITE EVALUATION INDICES AND RANKS OF GUIDANCE SERVICES
BY VTAE STUDENTS OF DIVERSE ACADEMIC STANDING

Guidance Services	A or B		C or Below		Rank Differences
	Composite Score	Rank	Composite Score	Rank	
a. Aptitude tests	185	19	215	16	3.0
b. Achievement tests	195	17	192	19	2.0
c. Personality evaluations	216	16	213	17	1.0
d. Job tryouts or work experiences	269	8	257	9	1.0
e. Job interest inventories	186	18	161	20	2.0
f. Written materials about occupations or training programs	264	10.5	230	15	3.5
g. Career days, job fairs	183	20	137	22	2.0
h. Courses on occupations	244	13	270	5	8.0
i. Field trips to schools and employment agencies	181	21	152	21	0.0
j. Employment Service job bank	130	22	99	25	3.0
k. Information about job openings	308	3	279	2	1.0
l. Career information from courses taken	264	10.5	231	14	3.5
m. Help with exploring/evaluating further educational goals	288	5	262	7	2.0
n. Help with exploring/evaluating employment goals	280	7	262	7	0.0
o. Help with resolving personal problems relating to further education or work plans	285	6	233	12.5	6.5
p. Help with talking to parents about job or school plans	127	23	206	18	5.0
q. Training for interviewing or applying for a job	314	2	274	3	1.0
r. Training in how to get along on the job	297	4	273	4	0.0
s. Training for a specific occupation	343	1	310	1	0.0
t. Assistance in making application to college or training programs	225	15	238	11	4.0
u. Assistance in locating a specific job	265	9	262	7	2.0
v. Assistance by encouraging an employer to hire you	100	25	111	24	1.0
w. Assistance by working out special arrangements by explaining your special needs to an employer	111	24	136	23	1.0
x. Contact to discuss problems about your job	240	14	233	12.5	1.5
y. Contact to determine your satisfaction with school program	258	12	246	10	2.0

Race as a Variable in Career Guidance

Racial influences on the career guidance process could only be examined for the VTAE respondent groups as the nonwhite proportion of the high school samples was less than five percent. In the current high school sample, only 31 students indicated their race as nonwhite. Only 28 of the former students classified their racial background as nonwhite. Because of this small frequency of nonwhite respondents within the high school samples, no attempt was made to analyze the respondent data from nonwhites.

Current and Former VTAE Respondents

Respondent characteristics. In relation to race, the current VTAE and former VTAE students were analyzed according to their responses to the various questions. The categories of race were white and nonwhite. In the current VTAE sample of 907, 88 percent were classified as white and 11 percent were nonwhite. The former student sample of 411 revealed similar proportions of 90 percent white and 10 percent nonwhite. The percentage of responses to the contents of the questionnaires was approximately 90 percent on a majority of the presented questions.

Resource personnel. The helpfulness attributed to various resource personnel were examined by race (Table 79). At the 0.10 level of significance, one significant difference was demonstrated in relation to the Job Service Wisconsin (formerly WSES). The nonwhite current student sample regarded the Job Service as significantly more helpful in educational planning than the white population. In general, the helpfulness attributed to the major resource personnel did not appear to be a function of race.

Roadblocks encountered. The two groups, white and nonwhite, indicated the roadblocks that they have encountered in educational and occupational planning. Significant differences were enumerated in some instances. Pertinent information which summarizes the data is listed in Tables 80 and 81. Educational placement presented significant differences in three areas for the current nonwhite sample. A significantly higher proportion of nonwhites indicated that they had encountered the following roadblocks:

1. Not knowing if able to meet qualifications
2. Problems with applications, exams, etc.
3. Not having a high school diploma

Furthermore, the former nonwhite population indicated significant problems with the lack of a high school diploma. In essence, the nonwhite population has encountered problems with educational qualifications and requirements.

The occupational placement problems illustrated one area of difficulty. The nonwhite current student sample indicated the problem of relocation to procure employment. The other major areas did not reveal significant racial differences.

Receipt and evaluation of guidance services. The VTAE students' participation in various guidance services and the importance they attached to these services was also examined by race. The participation rates and

Table 79

RESOURCE PERSONNEL VIEWED AS MOST HELPFUL IN CAREER PLANNING
BY RACE IN VARIOUS VTAE RESPONDENT GROUPS

Resource Personnel	Current VTAE Students			Former VTAE Students		
	% Reporting "Quite a Lot" or "Some Help"		$\chi^2 p^*$	% Reporting "Quite a Lot" or "Some Help"		$\chi^2 p^*$
	White	Nonwhite		White	Nonwhite	
Family members						
Educational planning	74	70	.5300	64	66	.9540
Occupational planning	62	52	.2339	50	51	.2497
Voc-tech school counselors						
Educational planning	50	67	.1025	41	43	.9492
Occupational planning	19	30	.6012	24	37	.2326
High school counselors						
Educational planning	60	53	.4311	59	56	.1915
Occupational planning	25	31	.4802	20	14	.8332
Other relatives or friends						
Educational planning	56	57	.8593	54	60	.9683
Occupational planning	54	37	.4141	46	49	.4963
High school teachers						
Educational planning	38	38	.9600	42	32	.7539
Occupational planning	22	22	.5974	19	11	.5667
Someone attending school there						
Educational planning	32	23	.1610	35	40	.9684
Occupational planning	--	--	--	--	--	--
Voc-tech school teachers						
Educational planning	20	23	.1025	37	18	.2623
Occupational planning	14	18	.6012	36	32	.2689
Wisconsin State Employment Service						
Educational planning	8	16	.0102	10	19	.6833
Occupational planning	13	23	.1410	14	18	.7696
Someone working in that job						
Educational planning	--	--	--	--	--	--
Occupational planning	52	39	.7920	32	22	.4733

* Chi-square analyses based on frequency data

Table 80

RACIAL DIFFERENCES IN MAJOR ROADBLOCKS ENCOUNTERED BY VTAE
SCHOOL RESPONDENT GROUPS - EDUCATIONAL PLACEMENT

Roadblocks to College or Training	Current VTAE			Former VTAE		
	% Encountering		$\chi^2 p^*$	% Encountering		$\chi^2 p^*$
	White	Nonwhite		White	Nonwhite	
1. Not knowing what schools or training programs would like	56	53	0.72	53	42	0.26
2. Not knowing if able to meet the school/training qualifications	31	47	0.00	26	34	0.38
3. Not able to afford to enter	17	23	0.19	21	24	0.82
4. Having to move to attend	17	18	0.96	19	8	0.15
5. Not knowing where to apply	13	17	0.42	16	11	0.54
6. Having problems with applications, entrance exams, or interviews	9	17	0.02	6	11	0.42
7. Not having transportation to school	13	11	0.74	10	18	0.17
8. After seeing the school or program, not liking it	9	7	0.71	9	19	0.11
9. Not having a high school diploma	5	11	0.04	3	21	0.00

* Chi-square analyses based on frequency data

Table 81

RACIAL DIFFERENCES IN MAJOR ROADBLOCKS ENCOUNTERED BY VTAE
SCHOOL RESPONDENT GROUPS - OCCUPATIONAL PLACEMENT

Roadblocks to Job Placement	Current VTAE			Former VTAE		
	% Anticipating		$\chi^2 p^*$	% Encountering		$\chi^2 p^*$
	White	Nonwhite		White	Nonwhite	
1. Employer wanting someone experienced	56	59	0.59	40	31	0.36
2. No openings in jobs trained for	42	42	0.91	20	26	0.59
3. Job not paying enough	38	45	0.26	32	39	0.53
4. Not knowing what types of jobs like to do	33	35	0.77	45	43	0.96
5. Not being qualified for the job	27	32	0.43	18	22	0.64
6. Not knowing where to look for work	30	28	0.80	19	22	0.84
7. Being too young for the job	19	22	0.62	11	8	0.82
8. Not knowing types of jobs able to do	19	19	0.95	27	41	0.11
9. Having to move to find a job	14	24	0.03	12	16	0.60
10. Having problems with applications and interviews	17	20	0.52	13	22	0.23

* Chi-square analyses based on frequency data

evaluation indices for the two groups are compared in Tables 82 and 83. Concerning guidance services received, a majority of the percentages indicated greater participation by the white population. Significant differences were demonstrated in a few instances with the "white" participation level higher than the "nonwhite" level. For current VTAE students the following services were received significantly more frequently:

1. Aptitude tests
2. Achievement tests
3. Training for interviewing/applying

In the former sample, the only difference noted was in assistance with locating a specific job. More of the white students reported receiving such help. However, the reverse appeared to be true among current VTAE students. The data on participation level in guidance services, for VTAE respondents, do not support an interpretation of any consistent differences in the guidance services participation attributable to racial variance. The significant differences noted in the current sample were not verified by former respondents. The converse was also true.

The evaluation indices for the respondent groups are presented in Table 83. A general tendency for one racial group to place greater value on the guidance services was not indicated in the results. Significant differences were evident in only a minority of the services. The nonwhite current students valued information about job openings, assistance in making applications, and encouraging an employer to hire, more than the white population. Greater emphasis was placed upon training for specific occupations by the nonwhite former student sample whereas the inverse was true for discussion of job problems. In addition, Table 84 indicates rank differences for composite scores (addition of evaluation indices for white and nonwhite populations, respectively) of the racial samples. The major discrepancies in rank-order were noted as follows:

1. The white VTAE sample placed greater value on parental counseling and training in appropriate job behavior
2. The nonwhite VTAE sample tended to attach greater importance to written career materials and courses on occupations

Summary. A comparison of VTAE students' responses to various questions concerning career guidance suggest few differences related to racial background. Both white VTAE students and nonwhite students seemed to rely on similar resource personnel in career planning, received comparable guidance services, and attached consistent degrees of importance to the various guidance services. Although there were some significant differences noted between the samples for particular items, these differences were frequently unsubstantiated across samples. There did appear, however, to be a tendency for the nonwhite respondents to attach greater importance to career information via materials or courses.

The data from providers was interpreted as suggesting that ethnic minority group members accounted for a greater percentage of the placements than their population representation would suggest. Community action agencies were noted to be particularly active, especially in the placement of male minority group members.

Table 82

RACIAL DIFFERENCES IN GUIDANCE SERVICES
RECEIVED BY VTAE SCHOOL RESPONDENT GROUPS

Guidance Services	Current VTAE Students			Former VTAE Students		
	% who participated in or received service		χ^2 P*	% who participated in or received service		χ^2 P*
	White	Nonwhite		White	Nonwhite	
a. Aptitude tests	87	76	0.01	85	82	0.86
b. Achievement tests	78	69	0.06	76	69	0.47
c. Personality evaluations	54	49	0.38	60	59	0.99
d. Job tryouts/work experiences	38	38	0.94	37	41	0.76
e. Job interest inventories	30	25	0.36	28	31	0.82
f. Written materials about occupations or training programs	69	72	0.57	68	59	0.34
g. Career days, job fairs	35	40	0.42	41	36	0.67
h. Courses on occupations	32	39	0.24	32	32	0.90
i. Field trips to schools and employment agencies	39	34	0.45	37	34	0.92
j. Employment Service job bank	8	8	0.98	16	16	0.87
k. Information about job openings	48	45	0.67	63	56	0.50
l. Career information from courses taken	47	38	0.11	50	47	0.85
m. Help with exploring/evaluating further educational goals	44	43	0.85	36	28	0.45
n. Help with exploring and evaluating employment goals	33	26	0.23	34	28	0.62
o. Help with resolving personal problems relating to further education or work plans	31	32	0.92	27	18	0.28
p. Help with talking to parents about job or school plans	66	58	0.17	57	46	0.26
q. Training for interviewing or applying for a job	47	30	0.00	51	46	0.70
r. Training in how to get along on the job	39	35	0.54	42	36	0.57
s. Training for a specific occupation	64	59	0.45	77	69	0.37
t. Assistance in making application to college or programs	34	30	0.55	35	31	0.75
u. Assistance in locating a specific job	41	49	0.15	48	31	0.06
v. Assistance by encouraging an employer to hire you	32	37	0.40	32	18	0.11
w. Assistance by working out special arrangements by explaining your special needs to an employer	17	20	0.68	18	8	0.16
x. Contact to discuss problems about your job	15	16	0.86	19	23	0.72
y. Contact to determine your satisfaction with program	24	18	0.25	43	36	0.50

* Chi-square analyses based on frequency data

Table 83

RACIAL DIFFERENCES IN THE EVALUATION OF THE CAREER GUIDANCE
SERVICES BY VTAE SCHOOL RESPONDENT GROUPS

Guidance Services	Current VTAE Students			Former VTAE Students		
	Evaluation Index**		χ^2 p*	Evaluation Index**		χ^2 p*
	White	Nonwhite		White	Nonwhite	
a. Aptitude tests	96	120	0.27	104	111	0.23
b. Achievement tests	94	95	0.78	100	99	0.31
c. Personality evaluations	103	90	0.87	114	111	0.69
d. Job tryouts/work experiences	129	127	0.91	133	145	0.99
e. Job interest inventories	101	103	0.18	90	105	0.52
f. Written materials about occupations or training programs	119	130	0.40	125	144	0.42
g. Career days, job fairs	75	98	0.30	88	95	0.58
h. Courses on occupations	114	123	0.54	117	139	0.63
i. Field trips to schools and employment agencies	82	88	0.93	82	87	0.96
j. Employment Service job bank	49	70	0.32	60	80	0.54
k. Information on job openings	138	143	0.09	155	143	0.70
l. Career information from courses taken	121	138	0.40	126	114	0.93
m. Help with exploring/evaluating further educational goals	134	120	0.71	140	141	0.32
n. Help with exploring and evaluating employment goals	131	137	0.77	139	143	0.31
o. Help with resolving personal problems relating to further education or work plans	124	127	0.93	133	128	0.68
p. Help with talking to parents about job or school plans	113	114	0.98	109	67	0.11
q. Training for interviewing or applying for a job	144	140	0.12	149	146	0.63
r. Training in how to get along on the job	138	130	0.59	149	129	0.41
s. Training for a specific occupation	158	148	0.61	169	178	0.01
t. Assistance in making application to college or programs	114	121	0.09	116	138	0.48
u. Assistance in locating a specific job	121	140	0.21	143	119	0.26
v. Assistance by encouraging an employer to hire you	49	79	0.05	51	34	0.82
w. Assistance by working out special arrangements by explaining your special needs to an employer	62	77	0.42	65	32	0.22
x. Contact to discuss problems about your job	114	99	0.40	126	103	0.09
y. Contact to determine your satisfaction with program	121	113	0.84	133	131	0.88

* Chi-square analyses based on frequency data

** For calculations formula, see page 15.

Table 84

COMPARISON OF COMPOSITE EVALUATION INDICES AND RANKS OF GUIDANCE
SERVICES BY VTAE SCHOOL STUDENTS OF DIVERSE RACIAL BACKGROUND

Guidance Services	White		Nonwhite		Rank Difference
	Composite Score	Rank	Composite Score	Rank	
a. Aptitude tests	200	17	231	15	2
b. Achievement tests	194	18	194	19	1
c. Personality evaluations	213	16	201	18	2
d. Job tryouts/work experiences	262	8	272	6	2
e. Job interest inventories	191	19	208	16	3
f. Written materials about occupa- tions or training programs	244	12	274	5	7
g. Career days, job fairs	163	21	193	20	1
h. Courses on occupations	231	13	262	7	6
i. Field trips to schools and employment agencies	164	20	175	22	2
j. Employment Service job bank	109	23	150	23	0
k. Information about job openings	293	3	286	2.5	0.5
l. Career information from courses taken	247	11	252	13	2
m. Help with exploring/evaluating further educational goals	274	5	261	8	3
n. Help with exploring and evaluating employment goals	270	6	280	4	2
o. Help with resolving personal problems relating to further education or work plans	257	9	255	12	3
p. Help with talking to parents about job or school plans	222	15	181	21	6
q. Training for interviewing or applying for a job	294	2	286	2.5	0.5
r. Training in how to get along on the job	287	4	259	10	6
s. Training for a specific occupation	327	1	326	1	0
t. Assistance in making applica- tion to college or programs	230	14	259	10	4
u. Assistance in locating a specific job	264	7	259	10	3
v. Assistance by encouraging an employer to hire you	100	24	113	24	0
w. Assistance by working out special arrangements by ex- plaining your special needs to an employer	127	22	109	25	3
x. Contact to discuss problems about your job	240	13	202	17	4
y. Contact to determine your satisfaction with program	254	10	244	14	4

Age as a Variable in Career GuidanceCurrent and Former VTAE Respondents

Respondent characteristics. The current VTAE respondents consisted of 907 students. The group according to age had 43 percent less than 20 years old, 41 percent between 20 and 29 years of age, 13 percent between 30 and 44 years of age, and 3 percent that were 45 years or older. The former VTAE sample had 411 respondents with an upward shift in the age curve. The percentages for the four groups were:

- 3% - less than 20 years old
- 71% - 20-29 years old
- 20% - 30-44 years old
- 6% - 45 years and older

The percentages indicated an older population for the former VTAE sample.

Resource personnel. The data for this section is presented in Table 85 including major resource personnel, percentages and chi-square values. The chi-square statistical test was used with the significance level at 0.10. The majority of the significant differences were revealed within the current VTAE student sample in both educational and occupational planning. Considering current and former VTAE school respondents the proportional frequencies were larger for the "less than 20" group, next the "20-29" group, followed by the "30-44" group, and last by the "45 and older" group. This fact was prevalent throughout the resource help. The other significant sequence which occurred was the reverse of this order. In essence these two sequences were most evident. The helpfulness attributed to vocational-technical school personnel seemed to increase with age, while the other resources were rated as most helpful by the youngest respondents.

Roadblocks anticipated and encountered. The respondents indicated the roadblocks that were anticipated or had been encountered in educational and occupational placement. The relevant information is presented in Tables 86 and 87. In discussing the educational placement roadblocks a list of the major problems indicated agreement for the current and former VTAE students, i.e. the rank orders were similar. The significant differences in response frequencies were evident in three major categories. "Not knowing what schools I would like" was significantly different with the two youngest groups having the highest frequencies for the current and former student samples. Within the current VTAE students the difficulty of "not knowing if able to meet qualifications" was more apparent for the older students than for the younger. The last significant area of concern was "having to move to attend" wherein the frequencies were highest for the "less than 20" group and lowest for the "45 and older" group.

The roadblocks to occupational placement demonstrated further significant differences between the response groups. In general, the occupational placement problems reported appeared to diminish with age. However, this relationship appeared to be curvilinear for some items. Apparently many of the problems are greatest for the youngest and oldest respondent groups. Perhaps those in the older group represent many embarking on a second career. Evidence supportive of this contention can be inferred

Table 85

RESOURCE PERSONNEL VIEWED AS MOST HELPFUL IN CAREER
PLANNING BY AGE IN VARIOUS RESPONDENT GROUPS

Resource Personnel	Current VTAE Students					Former VTAE Students				
	% Reporting "Quite a Lot" or "Some" Help				$\chi^2 p^*$	% Reporting "Quite a Lot" or "Some" Help				$\chi^2 p^*$
	Less than 20	20-29	30-44	45 and over		Less than 20	20-29	30-44	45 and over	
Family members										
Educational planning	88	64	60	50	.0000	70	66	53	53	.5343
Occupational planning	70	59	45	31	.0000	44	55	39	29	.0461
Vocational-technical school counselors										
Educational planning	47	52	65	78	.0002	36	44	34	37	.6320
Occupational planning	14	24	28	28	.0068	33	27	21	19	.9892
Other relatives/friends										
Educational planning	62	51	46	46	.0274	60	55	55	29	.3289
Occupational planning	59	50	43	12	.0002	78	48	40	29	.3834
High school counselors										
Educational planning	81	45	21	21	.0000	82	69	22	18	.0000
Occupational planning	34	21	9	13	.0000	40	23	7	0	.0291
Someone attending school there										
Educational planning	38	28	24	50	.4035	40	37	31	18	.7929
Occupational planning	--	--	--	--	--	--	--	--	--	--
High school teachers										
Educational planning	50	30	20	27	.0000	60	47	22	21	.0000
Occupational planning	25	19	13	18	.0283	20	19	13	13	.7802
Vocational-technical school teachers										
Educational planning	15	23	26	47	.0004	20	37	32	29	.8036
Occupational planning	9	18	15	12	.0790	33	39	26	33	.5960
Someone working in that job										
Educational planning	--	--	--	--	--	--	--	--	--	--
Occupational planning	47	38	29	50	.0651	44	34	24	13	.6755
Job Service (WSES)										
Educational planning	4	13	12	8	.0018	20	11	10	6	.9994
Occupational planning	6	22	20	28	.0000	20	15	10	7	.9661
Previous or current employers										
Educational planning	11	12	15	8	.7584	10	18	23	29	.6300
Occupational planning	19	19	16	25	.8612	22	26	22	29	.9993

* Chi-square analyses based on frequency data

Table 86

AGE DIFFERENCES IN MAJOR ROADBLOCKS ENCOUNTERED
BY VTAE RESPONDENT GROUPS - EDUCATIONAL PLACEMENT

Roadblocks to College or Training	Current VTAE Students					Former VTAE Students				
	% Reporting "Ex- perienced Problem"				$\chi^2 p^*$	% Reporting "Ex- perienced Problem"				$\chi^2 p^*$
	<20	20- 29	30- 44	45+		<20	20- 29	30- 44	45+	
1. Not knowing what schools would like	59	57	44	32	0.01	40	58	39	20	0.00
2. Not knowing if able to meet qualifications	29	31	42	57	0.01	45	24	36	21	0.19
3. Not being able to afford to enter	15	20	16	33	0.19	45	22	17	15	0.34
4. Not knowing where to apply	13	14	15	12	0.99	18	16	14	0	0.50
5. Not having transportation to the school or program	16	12	8	16	0.28	27	11	8	0	0.38
6. Having to move to attend	21	18	2	6	0.00	45	21	3	12	0.00
7. Family not wanting person to enter	3	3	6	6	0.70	27	6	10	6	0.15

* Chi-square analyses based on frequency data

Table 87

AGE DIFFERENCES IN MAJOR ROADBLOCKS ANTICIPATED AND ENCOUNTERED
BY VTAE RESPONDENT GROUPS - OCCUPATIONAL PLACEMENT

Roadblocks to Job Placement	Current VTAE Students					Former VTAE Students				
	% Reporting "An- ticipated Problem"				$\chi^2 p^*$	% Reporting "Ex- perienced Problem"				$\chi^2 p^*$
	<20	20- 29	30- 44	45+		<20	20- 29	30- 44	45+	
1. Employer wanting someone experienced	61	56	41	38	0.00	50	44	22	14	0.01
2. No openings in jobs trained for	44	44	32	32	0.13	20	24	12	7	0.22
3. Jobs not paying enough	39	39	32	40	0.56	44	36	20	31	0.12
4. Not knowing what types of jobs like to do	40	33	15	6	0.00	30	49	32	36	0.11
5. Not being qualified for the job	31	27	18	29	0.09	33	18	18	13	0.90
6. Not knowing where to look for work	39	25	9	21	0.00	10	24	8	7	0.03
7. Not knowing what types of jobs able to do	21	18	9	29	0.04	10	30	19	40	0.28
8. Having problems with appli- cations and interviews	21	16	12	6	0.11	30	14	10	0	0.41

* Chi-square analyses based on frequency data

from the data related to disability. The percent of current students concerned that they would have difficulty acquiring suitable occupational placement due to the presence of a handicap increased with age from three percent for the youngest group to 17 percent for the 45 and over group. Furthermore the data regarding the helpfulness of the Division of Vocational Rehabilitation revealed that an average of approximately one-third of the 45 and over group reported receiving help from this agency, while only about five percent of the youngest group reported receiving such help.

Age appeared to be a significant variable affecting the career guidance needs of VTAE students. The younger students, who correspondingly had the most limited occupational experience, perceived the greatest problems in entering the labor market. The over 45 group also seemed to perceive a greater number of barriers. In the latter group, there appeared to be a large number who were embarking on a new career. For many of these, the impetus to such a decision seemed to be disability.

Evaluation and receipt of guidance services. From a list of guidance services, the current and former VTAE student samples indicated which services they had participated in or received. The pertinent data regarding percentages and chi-square values is summarized in Table 88. A majority of the 21 differences were apparent in the informational services, especially among the current VTAE students. The sequence of higher frequencies for the "less than 20" group and subsequent reduction with age was particularly prominent in the informational activities. This sequence of services received was similarly reflected in the other guidance activities.

Referring to the former VTAE respondents, only eight significant differences were demonstrated by the respondents. These differences were concentrated in the informational services. The informational services had the pattern of the younger groups rating higher participation levels. In addition, this tendency was true among the three remaining significant differences. In summary, the younger sample for the respondent groups tended to have higher frequencies for the guidance services.

Concerning the evaluation of the guidance services, the main tendency was the reverse. Table 89 presents the cumulative data for this section. The older groups, especially "45 and older" tended to value the various services more, with frequencies decreasing through reduced age levels. A majority of the differences were in the current VTAE student responses. Subsequently, the evaluation of guidance services had the opposite results compared to the guidance services received.

Summary and conclusions. Age appeared to be a significant variable in the career guidance needs of VTAE students. In general, the effects of this variable were noted for the under 20 age group and the over 45 group. Both groups appeared to be embarking on new career pathways. For the youngest students this represented a first career while for the 45 and over group, it appeared to be related to a disability since a larger proportion of these students perceived themselves as handicapped and reported receiving help from the Division of Vocational Rehabilitation. The other resource agencies and persons rated as most helpful by various age groups mirrored the data from providers presented in Table 46. The observation was made that the high school was the major purveyor of placement services to those under 20 years of age. In contrast, the efforts of the other provider groups surveyed were often concentrated on those who were slightly older.

Table 88

COMPARISON OF PERCENTAGES OF VTAE SCHOOL RESPONDENTS WHO PARTICIPATED IN OR RECEIVED GUIDANCE SERVICES BY AGE GROUPS

Guidance Services	Current VTAE Students					Former VTAE Students				
	<20	20-29	30-44	45+	$\chi^2 p^*$	<20	20-29	30-44	45+	$\chi^2 p^*$
a. Aptitude tests	82	89	89	90	0.03	90	84	85	83	0.99
b. Achievement tests	78	78	71	90	0.29	80	76	72	68	0.87
c. Personality evaluations	50	58	56	37	0.07	50	58	68	61	0.57
d. Job tryouts/work experiences	36	41	38	33	0.61	50	37	35	48	0.82
e. Job interest inventories	34	28	21	37	0.05	30	28	27	33	0.99
f. Written materials about occupations or training programs	75	69	52	53	0.00	60	74	55	33	0.00
g. Career days, job fairs	45	30	25	6	0.00	40	47	24	9	0.00
h. Courses on occupations	38	27	30	44	0.01	30	33	31	32	0.99
i. Field trips to schools and employment agencies	55	28	17	12	0.00	40	41	23	20	0.02
j. Employment Service job bank	4	12	13	13	0.00	20	19	8	10	0.25
k. Information about job openings	45	54	44	22	0.01	60	68	52	36	0.01
l. Career information from courses taken	51	44	37	35	0.03	44	53	41	48	0.41
m. Help with exploring/evaluating further educational goals	45	45	38	61	0.29	40	35	39	22	0.67
n. Help with exploring and evaluating employment goals	33	34	25	29	0.36	10	36	31	18	0.25
o. Help with resolving personal problems relating to further education or work plans	31	32	34	12	0.33	20	28	23	27	0.89
p. Help with talking to parents about job or school plans	77	63	38	19	0.00	70	65	32	18	0.00
q. Training for interviewing or applying for a job	55	39	32	42	0.00	50	56	41	17	0.00
r. Training in how to get along on the job	45	33	33	47	0.00	50	40	51	29	0.33
s. Training for a specific occupation	62	64	61	71	0.78	90	70	76	68	0.84
t. Assistance in making application to college or training programs	36	33	26	28	0.20	44	37	26	32	0.42
u. Assistance in locating a specific job	43	43	36	37	0.62	60	51	28	39	0.01
v. Assistance by encouraging an employer to hire you	32	35	26	17	0.16	50	33	24	14	0.22
w. Assistance by working out special arrangements by explaining your special needs to an employer	19	17	13	28	0.54	30	16	17	19	0.91
x. Contact to discuss problems about your job	13	19	9	10	0.07	10	19	22	23	0.97
y. Contact to determine your satisfaction with school program	26	24	16	25	0.29	50	44	37	33	0.75

* Chi-square analyses based on frequency data

Table 89

IMPORTANCE ATTACHED TO THE VARIOUS GUIDANCE SERVICES
BY VTAE SCHOOL RESPONDENTS BY DIFFERENT AGES

Guidance Services	Current VTAE Students					Former VTAE Students				
	Evaluation Index ¹				$\chi^2 p^*$	Evaluation Index ¹				$\chi^2 p^*$
	<20	20-29	30-44	45+		<20	20-29	30-44	45+	
a. Aptitude tests	87	99	113	133	0.01	110	100	113	137	0.25
b. Achievement tests	89	92	112	122	0.33	110	96	110	127	0.75
c. Personality evaluations	93	104	123	128	0.24	160	105	129	145	0.70
d. Job tryouts/work experiences	135	122	131	116	0.87	150	135	126	104	0.89
e. Job interest inventories	89	73	78	120	0.25	101	89	93	74	0.93
f. Written materials about occupations or training programs	117	83	126	110	0.91	160	128	123	100	0.97
g. Career days, job fairs	89	65	66	100	0.45	100	86	84	-4	0.24
h. Courses on occupations	123	99	130	122	0.12	145	117	124	133	0.99
i. Field trips to schools and employment agencies	111	67	48	76	0.00	21	94	56	37	0.37
j. Employment Service job bank	39	53	72	135	0.00	-23	72	58	-17	0.27
k. Information on job openings	139	133	151	172	0.15	155	157	137	169	0.84
l. Career information from courses taken	129	111	131	146	0.24	175	124	115	91	0.92
m. Help with exploring/evaluating further educational goals	126	142	139	133	0.10	160	139	140	152	0.77
n. Help with exploring and evaluating employment goals	129	136	137	133	0.80	145	141	134	133	0.95
o. Help with resolving personal problems relating to further education or work plans	119	129	127	111	0.23	145	129	145	128	0.77
p. Help with talking to parents about job or school plans	139	97	74	81	0.00	145	110	82	68	0.29
q. Training for interviewing or applying for a job	143	135	136	155	0.47	155	150	139	158	0.88
r. Training in how to get along on the job	137	124	142	163	0.22	140	144	152	170	0.98
s. Training for a specific occupation	160	156	164	171	0.09	170	166	181	181	0.95
t. Assistance in making application to college or programs	115	115	113	144	0.78	89	116	132	110	0.86
u. Assistance in locating a specific job	126	122	122	139	0.94	90	147	115	144	0.11
v. Assistance by encouraging an employer to hire you	53	49	44	107	0.50	60	44	61	73	0.06
w. Assistance by working out special arrangements by explaining your special needs to an employer	64	66	50	72	0.25	40	60	70	66	0.63
x. Contact to discuss problems about your job	111	110	124	76	0.92	90	126	120	120	0.99
y. Contact to determine your satisfaction with program	115	122	125	145	0.44	130	133	126	155	0.99

* Chi-square analyses based on frequency data

¹ For calculations formula, see page 15.

Class Size as a Variable in Career Guidance

Current and former high school seniors were asked to indicate the number of students enrolled in their senior classes. High school senior class size was considered to be reflective of community size, i.e. small communities have smaller enrollments while the schools in larger urban areas would have greater enrollments. In this sense, class size tended to reflect community size. The only exception to this observation was one small private school which was in a large urban area.

Current and Former High School Respondents

Respondent characteristics. Table 90 summarizes the participation of the current and former high school seniors in educational and occupational planning by class size. The proportion of students answering the various questions appeared to be fairly consistent despite differences in class size.

Table 90

PARTICIPATION IN OCCUPATIONAL AND EDUCATIONAL PLANNING BY
HIGH SCHOOL SENIORS FROM VARIOUS CLASS SIZES

High School Respondent Groups	Small Schools (Class size under 150)	Medium Schools (Class size 150-349)	Large Schools (Class size over 350)
Distribution of current high school seniors (N=825)	26%	39%	35%
Percent answering questions related to educational planning	76%	73%	79%
Percent answering questions related to occupational planning	95%	91%	89%
Distribution of former high school seniors (N=597)	22%	36%	42%
Percent answering questions related to educational planning	68%	67%	66%
Percent answering questions related to occupational planning	82%	77%	80%

Resource personnel. Current and former students from small, medium and large senior classes seemed to find the same major resource personnel as helpful in career planning. Family members and relatives and friends appeared to be the most helpful resources in occupational planning for all students (Table 91). In educational planning, regardless of senior class size, all the students indicated family members, high school counselors and other relatives and friends as the most helpful resources. However, the students from large schools reported receiving consistently less help from school personnel than did their counterparts in small and medium-sized schools. In most instances an inverse relationship was apparent between class size and the amount of help students reported receiving from school personnel for both current and former student groups.

Some differences were evident in the roadblocks to career placement anticipated and encountered by students from varying class sizes. Since class size was related to population density, i.e. small schools tended to be found in smaller rural settings and large schools in more urban areas, the differences in roadblocks were probably a function of community size. Interestingly only minor differences were indicated in the difficulties

Table 92

SIGNIFICANT ROADBLOCKS IN EDUCATIONAL PLACEMENT FOR
CURRENT AND FORMER HIGH SCHOOL SENIORS BY CLASS SIZE

Roadblock	Current Seniors				Former Seniors			
	% Anticipating			χ^2 p*	% Encountering			χ^2 p*
	Small	Medium	Large		Small	Medium	Large	
Not knowing where to apply for school or training programs	20	26	32	0.04	23	12	24	0.02
Having to move to attend a school or training program	37	28	28	0.10	22	23	17	0.29
Not having transportation to school or training program	16	22	14	0.09	9	9	12	0.60
Not being able to afford to enter the program or school	30	41	45	0.01	29	24	32	0.31

* Chi-square analyses based on frequency data

Table 93

SIGNIFICANT ROADBLOCKS IN OCCUPATIONAL PLACEMENT FOR
CURRENT AND FORMER HIGH SCHOOL SENIORS BY CLASS SIZE

Roadblocks	Current Seniors				Former Seniors			
	% Anticipating			χ^2 p*	% Encountering			χ^2 p*
	Small	Medium	Large		Small	Medium	Large	
Not knowing what types of jobs able to do	33	41	46	0.02	54	48	52	0.62
Not knowing what types of jobs like to do	44	42	51	0.07	65	61	68	0.36
Having to move to find a job and not wanting to	17	11	13	0.10	14	9	4	0.01
Not having transportation to a job	20	25	16	0.04	17	21	18	0.69
The employer wanting someone experienced	69	65	66	0.61	44	43	59	0.01
Dress and appearance being inappropriate	9	16	18	0.02	2	3	8	0.03
Hair cut or beard being a problem	12	19	19	0.05	5	6	11	0.09

* Chi-square probability based on frequency data

students anticipated and encountered as a function of home community. Current seniors from smaller schools more frequently anticipated that they would have to relocate to secure further education. Seniors in large schools appeared to anticipate more difficulties in knowing where to apply. Possibly the latter was a function of more options available. The results for the item concerned with financial problems were less clear. Although the students from the large schools lived in an easier commuting distance to various post-secondary educational programs than their peers in small schools, the students from large schools expressed significantly greater concern about financial problems. Despite these few differences related to class size, the educational roadblocks anticipated and encountered were markedly similar for all students.

Several of the occupational roadblocks anticipated and encountered also appeared to be a function of school size. Again, the students from smaller schools expressed significantly greater concern over the necessity of relocation to find suitable work, while the concerns of those in larger schools seemed to revolve around the more varied and competitive occupational options they faced, e.g., choice of a job and lack of experience. The greater attention to appearance by those in larger schools probably reflected the observation that students in smaller schools tended to dress more conservatively. However, although there appears to be some relationship between class size and the frequency of various roadblocks, a great deal of discrepancy did not appear among the actual percentages of students in each setting indicating that they either anticipated or encountered a particular occupational roadblock. In essence, all students expressed concern over lack of experience, occupational selection, and lack of job openings.

Guidance services received and the value attached to them. Tables 94 and 95 contain the data related to the services students received as a function of class size and their evaluation of the various guidance services. In terms of guidance services received, the data from current students was more useful as a reflection of the guidance practices in various sized schools. The current students tended to receive very similar services in all schools with the following minor exceptions:

1. Those students attending smaller schools received significantly more of the informational services, i.e. written materials, career days and job fairs, field trips, information about job openings.
2. Students enrolled in larger schools received significantly more job-related training, i.e. courses on occupations, training for interviewing and applying.

The current and former students' evaluations of the various guidance services for the most part paralleled the services they received. Again the students in smaller schools tended to perceive the informational services as more valuable while those in larger schools placed significantly more emphasis on job-related training. Educational counseling was also perceived by students in large schools to be more valuable than by their peers in small schools.

Summary. Although some differences existed in the career planning and placement needs of students as a function of school size, these differences were relatively few. For the most part, students from all schools

Table 94

CLASS SIZE DIFFERENCES IN THE GUIDANCE SERVICES PARTICIPATED
IN AND RECEIVED BY HIGH SCHOOL STUDENTS

Guidance Services	% of current H.S. seniors			$\chi^2 p^*$	% of former H.S. seniors			$\chi^2 p^*$
	Sm	Med	Lg		Sm	Med	Lg	
a. Aptitude tests	70	70	71	0.93	91	74	78	0.00
b. Achievement tests	69	72	69	0.70	90	73	70	0.00
c. Personality evaluations	48	46	41	0.36	53	34	43	0.00
d. Job tryouts or work experiences	45	44	42	0.72	34	27	34	0.20
e. Job interest inventories	37	33	37	0.52	23	30	28	0.80
f. Written materials about occupa- tions or training programs	77	64	65	0.00	72	63	67	0.25
g. Career days, job fairs	53	32	52	0.00	54	36	55	0.00
h. Courses on occupations	33	41	45	0.03	28	29	29	0.99
i. Field trips to schools and employment agencies	51	43	28	0.00	46	31	24	0.00
j. Employment Service job bank	2	5	4	0.39	13	9	9	0.29
k. Information about job openings	51	49	41	0.06	36	46	41	0.18
l. Career information from courses taken	38	41	42	0.70	41	37	46	0.16
m. Help with exploring/evaluating further educational goals	58	58	51	0.11	55	56	50	0.34
n. Help with exploring and evaluating employment goals	43	39	34	0.11	35	38	40	0.63
o. Help with resolving personal problems relating to further education or work plans	36	39	35	0.57	27	31	30	0.73
p. Help with talking to parents about job or school plans	83	87	81	0.15	78	74	75	0.68
q. Training for interviewing or applying for a job	31	32	41	0.03	30	31	32	0.96
r. Training in how to get along on the job	26	27	30	0.58	25	23	25	0.83
s. Training for a specific occupation	23	28	31	0.14	42	37	35	0.49
t. Assistance in making application to college or programs	31	33	31	0.84	44	42	37	0.36
u. Assistance in locating a specific job	43	41	44	0.76	46	41	43	0.65
v. Assistance by encouraging an employer to hire you	28	33	28	0.34	30	28	35	0.26
w. Assistance by working out special arrangements by explaining your special needs to an employer	16	20	16	0.38	17	18	19	0.83
x. Contact to discuss problems about your job	--	--	--	--	8	6	9	0.39
y. Contact to determine your satis- faction with the school program	--	--	--	--	21	12	19	0.05

* Chi-square analyses based on frequency data

Table 95

CLASS SIZE DIFFERENCES IN THE EVALUATION OF THE CAREER
GUIDANCE SERVICES BY HIGH SCHOOL RESPONDENT GROUPS

Guidance Services	Current Seniors				Former Seniors			
	Evaluation Index**			$\chi^2 p^*$	Evaluation Index**			$\chi^2 p^*$
	Sm	Med	Lg		Sm	Med	Lg	
a. Aptitude tests	81	97	97	0.29	82	85	76	0.88
b. Achievement tests	86	97	95	0.77	78	85	71	0.61
c. Personality evaluations	88	79	72	0.39	74	79	61	0.55
d. Job tryouts or work experiences	128	125	121	0.65	127	114	133	0.57
e. Job interest inventories	88	87	59	0.13	96	98	98	0.39
f. Written materials about occupations or training programs	129	115	111	0.33	136	128	139	0.33
g. Career days, job fairs	101	71	68	0.00	89	91	61	0.16
h. Courses on occupations	122	123	120	0.82	132	129	125	0.64
i. Field trips to schools and employment agencies	102	100	66	0.00	104	100	73	0.12
j. Employment Service job bank	18	30	25	0.77	43	81	67	0.14
k. Information about job openings	125	129	120	0.82	141	151	144	0.55
l. Career information from courses taken	97	101	109	0.59	127	126	123	0.86
m. Help with exploring/evaluating further educational goals	119	139	146	0.01	135	149	140	0.02
n. Help with exploring and evaluating employment goals	119	130	137	0.29	129	142	141	0.36
o. Help with resolving personal problems relating to further education or work plans	103	117	114	0.81	128	141	141	0.29
p. Help with talking to parents about job or school plans	149	150	137	0.44	145	144	132	0.51
q. Training for interviewing or applying for a job	133	129	139	0.48	130	138	129	0.37
r. Training in how to get along on the job	122	122	130	0.36	127	138	112	0.03
s. Training for a specific occupation	123	142	150	0.01	154	150	146	0.85
t. Assistance in making application to college or programs	105	126	133	0.06	113	145	133	0.03
u. Assistance in locating a specific job	125	119	136	0.38	136	136	129	0.40
v. Assistance by encouraging an employer to hire you	65	50	51	0.68	70	61	55	0.49
w. Assistance by working out special arrangements by explaining your special needs to an employer	65	64	46	0.40	63	91	56	0.08
x. Contact to discuss problems about your job	--	--	--	--	99	99	78	0.18
y. Contact to determine your satisfaction with the school program	--	--	--	--	108	110	103	0.09

* Chi-square analyses based on frequency data

** For explanation of calculation, see page 15.

anticipated and encountered similar problems in achieving suitable career placements. The guidance services received by the students and their evaluation of these services were also quite similar despite differences in school size. The following exceptions to these findings were noted:

1. Students from larger schools tended to view the key resource personnel, especially school personnel, as less helpful in career planning and placement.
2. Students from smaller schools were more concerned about relocating to find suitable career placements and tended to place more importance on the informational guidance services.
3. Students from larger schools expressed greater concern regarding choice of an occupation or school and their lack of experience. Correspondingly, they tended to value job-related training and educational counseling more than their peers in smaller schools.

These findings probably reflected differences in the immediate environments in which the various groups of students find themselves. Those in small schools tended to be from more rural environments in which the local labor market was more limited and more personal. In such a situation, the key personnel could have been more influential in securing placements. However, since the market is limited, many students will need to relocate and possibly seek employment in an unfamiliar occupation. Correspondingly, the informational services would tend to become more valuable. For the students from large schools in more urban settings, the picture was somewhat different. They were familiar with a wide variety of occupational possibilities, and hence attributed more importance to the selection of an occupation. However, the labor market they faced was more impersonal and, as such, occupational competence, application procedures, interview behavior, and appearance tended to become more important. The key resource personnel were also probably more handicapped in the placement-assistance they could have provided. Despite these differences, the marked similarity of the responses of students in all schools suggested that rural and urban differences are diminishing.

Post-Secondary Activities as a Variable in Career Guidance

Post-secondary activities as variables in career guidance were examined along two dimensions. For the former high school group, it was possible to differentiate those who were currently enrolled in school from the other students. These students were isolated from the total sample in order to test the contention that the student pursuing continued education receives more career guidance than his peers who have not elected this pathway. The VTAE samples also allowed for measurement of the effects of number of years of schooling on placement needs.

Former High School Respondents

Respondent characteristics. Two groups of former high school students were isolated: those who were currently enrolled in a college or vocational school and those who were not currently enrolled in school. The hypothesis was that these students' perspectives on the career guidance process would reflect their divergent career paths. In other words, the two groups were isolated to determine whether significant differences existed between the career guidance services used and needed by students pursuing further education and by those terminating their educational preparation at the high school level.

The occupational status of both groups of students is presented in Table 96. For those not currently enrolled in school, the major activity was reported as full-time work which accounted for 74 percent of the respondents. However, many of those currently enrolled in school were coupling their educational role with an occupational role. The occupational activities of the in-school group were primarily of a part-time nature. Evidently, regardless of a student's post-secondary educational plans, he or she can also expect to perform an occupational role.

Table 96

OCCUPATIONAL STATUS OF FORMER HIGH SCHOOL STUDENTS CURRENTLY
ENROLLED IN SCHOOL AND NOT CURRENTLY ENROLLED

Occupational Status	Currently Enrolled		Not Enrolled	
	Number	Percent	Number	Percent
Homemaker	1	*	9	3
Military	4	1	6	2
Volunteer work	1	*	1	*
Full-time work	40	14	209	74
Part-time work	136	49	15	5
Unemployed, seeking work	30	11	34	12
Unemployed, not seeking work	65	23	9	3
Total	277		283	

* Less than one percent

Resource personnel. The major sources of help used in educational planning by those currently enrolled in school were compared with the major sources of help used in occupational planning by those not enrolled in further education in Table 97.

Table 97

COMPARISON OF THE FIVE MAJOR SOURCES OF HELP USED BY THOSE
CURRENTLY ENROLLED IN SCHOOL AND THOSE NOT ENROLLED

Source of Help	% of those currently enrolled in school receiving help with educational planning	% of those not enrolled in school receiving help with occupational planning
Family members	88	66
Other relatives/friends	74	62
High school counselor	75	26
High school teacher	46	27
Someone attending school there	50	--
Someone working in that job	--	51

The vast majority of those involved in educational planning received help from family members, friends, and high school counselors. Additionally, approximately half of these students also cited high school teachers and others attending school there as sources of help. Apparently those continuing their education beyond the high school level received assistance from several sources. A similar picture was not found for those pursuing occupational goals. These students reported only three major helpful resources in occupational planning and placement: family members, friends, and others working in that job. Furthermore, even these resources were evaluated as less helpful with occupational matters than with educational matters. School personnel were perceived as helpful resources in occupational planning by only about one-fourth of those not pursuing further education.

Evaluation and use of career guidance services. The former high school students were presented a list of various guidance services and asked to evaluate these services in terms of their importance in occupational planning and placement. The eight most important services for each group are presented in Table 98.

In terms of the importance attached to the various guidance services, those not pursuing further education tended to emphasize those services related to locating employment and obtaining occupational proficiency. In contrast, those enrolled in school seemed to place greater emphasis on the selection of occupational and educational goals and stressed the importance of counseling in these areas. Possibly the different focuses of the two groups were partially due to a labor market in which educational level and occupation are frequently intertwined. For the terminal high school student competing in a job market in which high school graduation is typically the minimum educational requirement, factors such as work experience, occupational proficiency, job leads, and interviewing skills assume greater importance. Conversely, those enrolled in further education were probably directing themselves toward occupational goals in which

Table 98

MOST VALUABLE GUIDANCE SERVICES IN OCCUPATIONAL PLANNING AND
PLACEMENT AS A FUNCTION OF POST-SECONDARY EDUCATIONAL STATUS

Most Important Guidance Services	Importance Index*	Percent receiving service
A. Those currently enrolled in school		
1. Assistance with exploring and evaluating educational goals	159	62
2. Talking to parents about job or school plans	150	82
3. Assistance with exploring and evaluating employment plans	150	38
4. Written materials about occupations or training programs	149	75
5. Information about job openings	149	40
6. Resolving personal problems related to further education or work plans	148	34
7. Assistance in making application to college or training programs	146	51
8. Training for a specific occupation	145	36
B. Those not currently enrolled in school		
1. Training for a specific occupation	147	38
2. Information about job openings	144	44
3. Training for interviewing or applying for a job	137	40
4. Training in how to get along on the job	130	29
5. Help with resolving personal problems relating to further education or work plans	130	26
6. Job tryouts or work experiences	129	34
7. Courses on occupations	128	33
8. Assistance in locating a specific job	128	43

* For calculations formula see page 15.

defined educational prerequisites are an integral part of the screening process. The two groups may also find themselves competing in different arenas. For those with a terminal high school education the arena was the labor market while those in the colleges and vocational schools faced occupational competition within the academic arena. For example, many professional schools require a minimum grade point achievement to gain admission. Further, academic standing is also used by some employers to evaluate applicants. Competition for grades and admission to programs serves as a form of occupational screening. Given these conditions, the selection of educational and occupational goals would be perceived as more important by those enrolled in post-secondary educational programs.

The percentage of students in each group receiving the services they perceived as most important are also presented in Table 98. Examination of this data suggested that those currently enrolled in school were more likely to receive the services they perceived as most important to occupational planning and placement. Over half of these students reported receiving four of the services they considered most important. In contrast,

none of the services considered to be most important in occupational planning were received by at least half of those not currently enrolled in school.

Summary. Those students who pursued further education on the post-secondary level reported receiving help from a variety of sources in accomplishing their educational plans and placement. Those pursuing occupational goals upon completing high school seemed to rely primarily on family and friends in realizing their objectives. The occupationally-bound student, in contrast to his peers who had pursued further education, was also less likely to receive the guidance services he considered to be most important to occupational planning and placement. The guidance services valued by the occupationally-bound were those concerned with locating employment and obtaining occupational proficiency. The most frequent activity of former high school students, regardless of post-secondary plans, was either full or part-time employment. In other words, although the probability existed that former high school seniors would find themselves embarking on an occupational role rather than an educational role, more guidance appeared to be available for educational concerns rather than occupational concerns.

Current and Former VTAE Respondents

Respondent characteristics. The respondents within each category of current and former VTAE students were classified as: (a) completing 13 or less years of education, or (b) completing 14 or more years of education. The current VTAE student sample of 907 had 91 percent of its population with 13 years or less of education, and 8 percent with 14 or more years of education. The former student sample of 411 had 54 percent in the "13 or less" category and 45 percent in the "14 or more" group. The percentage of respondents that answered the various questions was approximately 90 percent. In addition, the two sub-groups' percentages were consistently similar for post-secondary career planning.

Resource personnel. The data concerning the resource personnel is presented in Table 99 for the respondent groups. The major resources are listed with their respective percentages and chi-square values. The significance level of 0.10 was used. Wherever significant differences were noted they were in the direction of those with more years of education receiving significantly more help. The discrepancies were especially notable for VTAE teachers and placement officers who apparently provide greater assistance with occupational and educational planning to those students who are in their second year of the program. The student leaving the vocational school after only one year received less help from these school personnel.

Roadblocks anticipated and encountered. The respondents indicated the roadblocks that they anticipated and had encountered from a list presented to them. Tables 100 and 101 summarize the relevant information for this section. In regard to educational placement, the current students in the "13 years or less" category rated "not knowing if able to meet qualifications" significantly higher than the "14 years or more" group. Conversely, the "14 years or more" group rated "after seeing the school or program, not liking it" higher than the other subgroup. However, the latter finding was disputed in the former student sample in which this item was rated as significantly more frequent by the group with less

Table 99

RESOURCE PERSONNEL VIEWED AS MOST HELPFUL IN CAREER
PLANNING BY RESPONDENTS ACCORDING TO GRADE ATTAINMENT

Resource Personnel	Current VTAE Students			Former VTAE Students		
	Reporting "Quite a Lot" or "Some" Help		$\chi^2 p^*$	Reporting "Quite a Lot" or "Some" Help		$\chi^2 p^*$
	13 years or less	14 years or more		13 years or less	14 years or more	
Family members						
Educational planning	75	72	.2948	62	65	.2710
Occupational planning	63	47	.2463	38	53	.5991
High school counselors						
Educational planning	59	58	.9536	54	64	.1330
Occupational planning	25	33	.0745	19	21	.9309
Other relatives/friends						
Educational planning	56	56	.3313	52	57	.2263
Occupational planning	54	49	.8571	47	45	.4735
Vocational-technical school counselors						
Educational planning	52	45	.2932	38	45	.2830
Occupational planning	13	25	.6868	24	28	.6926
High school teachers						
Educational planning	38	39	.9108	40	44	.0669
Occupational planning	21	28	.7280	18	19	.7837
Someone attending school there						
Educational planning	31	32	.9817	34	38	.4811
Occupational planning	--	--	--	--	--	--
Vocational-technical school teachers						
Educational planning	19	32	.0324	32	39	.3185
Occupational planning	20	23	.0202	39	43	.0111
Previous or current employer						
Educational planning	12	16	.4695	21	17	.7152
Occupational planning	18	27	.4886	25	24	.2855
Someone working in that job						
Educational planning	--	--	--	--	--	--
Occupational planning	42	41	.1370	33	30	.6024
Job Service (Wisconsin State Employment Service)						
Educational planning	9	10	.8531	13	9	.7963
Occupational planning	14	18	.8239	15	13	.3589
Vocational-technical school placement officer						
Educational planning	10	9	.6975	7	18	.0143
Occupational planning	6	17	.0018	8	22	.0019

*Chi-square analyses based on frequency data

Table 100

GRADE ATTAINMENT DIFFERENCES IN MAJOR ROADBLOCKS ENCOUNTERED
BY VTAE RESPONDENT GROUPS - EDUCATIONAL PLACEMENT

Roadblocks to College or Training	Current VTAE Students			Former VTAE Students		
	Percent Encountering		$\chi^2 p^*$	Percent Encountering		$\chi^2 p^*$
	13 years or less	14 years or more		13 years or less	14 years or more	
1. Not knowing what schools or programs would like	56	58	0.77	49	56	0.16
2. Having problems with applications, entrance exams or interviews	9	11	0.84	7	7	0.97
3. Not knowing if able to meet qualifications	34	12	0.00	30	24	0.19
4. Having to move to attend	17	25	0.11	15	21	0.16
5. Not being able to afford to enter	17	20	0.69	22	20	0.79
6. Not knowing where to apply	13	18	0.31	15	15	0.92
7. Not having transporta- tion to school/program	13	17	0.43	11	10	0.97
8. After seeing the school or program, not liking it	8	22	0.00	13	7	0.09

* Chi-square analyses based on frequency data

Table 101

GRADE ATTAINMENT DIFFERENCES IN MAJOR ROADBLOCKS ANTICIPATED AND
ENCOUNTERED BY VTAE RESPONDENT GROUPS - OCCUPATIONAL PLACEMENT

Roadblocks to Job Placement	Current VTAE Students			Former VTAE Students		
	Percent Anticipating		$\chi^2 p^*$	Percent Encountering		$\chi^2 p^*$
	13 years or less	14 years or more		13 years or less	14 years or more	
1. Employer wanting some- one experienced	57	53	0.65	35	43	0.12
2. No openings in jobs trained for	42	41	0.99	16	26	0.03
3. Job not paying enough	39	33	0.35	31	34	0.64
4. Not knowing what types of jobs like to do	34	34	0.98	39	51	0.03
5. Not knowing where to look for work	30	24	0.41	16	23	0.14
6. Not being qualified for the job	28	23	0.45	20	16	0.48
7. Hair cut or beard being a problem	17	16	0.97	9	6	0.37

* Chi-square analyses based on frequency data

education. In general, the number of years of vocational school completed did not seem to be related to the educational roadblocks encountered.

The current students indicated anticipated problems and the former students rated encountered problems for occupational placement. The only significant differences were with the former students. The students who completed more years of training seemed to encounter more occupational placement problems. Perhaps many of those who discontinued their education after one year did so because of the availability of a job and, hence, reported less problems in the occupational sphere.

Apparently increased educational preparation did not decrease the occupational placement problems encountered by the former students. The percentage of students who indicated that they did not know "what types of jobs [they would] like to do" seemed especially relevant with almost half of those who have invested at least 14 years in formal education indicating that they encountered this as a problem.

Receipt and evaluation of guidance services. The analyses of the receipt of guidance services are reported in Table 102 for discussion. The respondent groups reported their participation in the various guidance services that are provided in school systems. The various services in relation to grade attainment indicated a tendency for the "14 years or more" group to have been more involved in these services. The preponderance of involvement for this category was evident for the current and former VIAE student respondents. This fact was particularly dominant in the informational services of guidance. In discussing the evaluation or importance of these guidance services significant differences were demonstrated only for four services in the former VIAE sample. The data is presented in Table 103. The students in the "13 years or less" category indicated a greater proportional evaluation of aptitude tests and achievement tests. However, the "14 years or more" group valued written informational materials and training for interviewing/applying more than the "13 years or less" sample. Perhaps the "13 years or less" group of former students included a larger proportion who had terminated their vocational school training due to the availability of a job or because of transferring to a university setting.

Summary. The overall results have indicated a tendency for the "14 or more years of education" subgroup to be more actively involved in career guidance. The sources of help have provided this group with more services and more consultation. The significant result regarding the "13 or less years of education" category indicated that the group desired aid with basic qualification requirements and application procedures. It was suggested that those who terminated their vocational school involvement after one year may have done so because of a desire to pursue a different educational pathway or because of the availability of a job.

Table 102

GRADE ATTAINMENT DIFFERENCES IN GUIDANCE SERVICES
RECEIVED BY VTAE RESPONDENT GROUPS

Guidance Service	Current VTAE Students			Former VTAE Students		
	Percent who participated in or received service		$\chi^2 p^*$	Percent who participated in or received service		$\chi^2 p^*$
	13 years or less	14 years or more		13 years or less	14 years or more	
a. Aptitude tests	85	93	0.13	81	88	0.13
b. Achievement tests	76	90	0.02	69	82	0.01
c. Personality evaluations	54	58	0.57	56	65	0.07
d. Job tryouts/work experiences	38	48	0.13	34	42	0.13
e. Job interest inventories	29	39	0.12	23	34	0.02
f. Written materials about occupations or training programs	68	86	0.01	61	75	0.00
g. Career days, job fairs	34	50	0.01	33	49	0.00
h. Courses on occupations	33	27	0.37	32	33	0.94
i. Field trips to schools and employment agencies	38	40	0.86	31	43	0.02
j. Employment Service job bank	8	16	0.03	16	17	0.81
k. Information on job openings	47	68	0.00	55	71	0.00
l. Career information from courses taken	45	59	0.04	44	58	0.01
m. Help with exploring/evaluating further educational goals	44	49	0.45	31	40	0.09
n. Help with exploring and evaluating employment goals	31	46	0.02	27	41	0.01
o. Help with resolving personal problems relating to further education or work plans	31	35	0.55	24	30	0.23
p. Help with talking to parents about job or school plans	66	58	0.20	50	63	0.01
q. Training for interviewing or applying for a job	45	46	0.93	42	60	0.00
r. Training in how to get along on the job	38	43	0.47	39	45	0.26
s. Training for a specific occupation	62	80	0.00	68	86	0.00
t. Assistance in making application to college or programs	32	46	0.03	28	42	0.00
u. Assistance in locating a specific job	41	49	0.23	40	53	0.01
v. Assistance by encouraging an employer to hire you	32	42	0.10	25	36	0.03
w. Assistance by working out special arrangements by explaining your special needs to an employer	17	22	0.43	16	17	0.87
x. Contact to discuss problems about your job	15	19	0.48	21	18	0.50
y. Contact to determine your satisfaction with program	22	37	0.01	38	48	0.06

* Chi-square analyses based on frequency data

Table 103

GRADE ATTAINMENT DIFFERENCES IN THE EVALUATION OF THE CAREER
GUIDANCE SERVICES BY VTAE SCHOOL RESPONDENT GROUPS

Guidance Services	Current VTAE Students			Former VTAE Students		
	Evaluation Index**		$\chi^2 p^*$	Evaluation Index**		$\chi^2 p^*$
	13 years or less	14 years or more		13 years or less	14 years or more	
a. Aptitude tests	97	97	0.98	116	94	0.08
b. Achievement tests	95	70	0.19	111	90	0.10
c. Personality evaluations	103	95	0.74	121	106	0.31
d. Job tryouts/work experiences	129	112	0.32	133	134	0.98
e. Job interest inventories	82	82	0.98	99	82	0.18
f. Written materials about occupations or training programs	119	125	0.82	123	129	0.05
g. Career days, job fairs	75	107	0.40	85	74	0.80
h. Courses on occupations	115	91	0.25	127	111	0.31
i. Field trips to schools and employment agencies	83	93	0.85	73	93	0.13
j. Employment Service job bank	48	69	0.31	63	61	0.71
k. Information on job openings	139	119	0.74	152	157	0.67
l. Career information from courses taken	123	111	0.56	126	121	0.11
m. Help with exploring/evaluating further educational goals	133	152	0.23	136	144	0.33
n. Help with exploring and evaluating employment goals	132	138	0.31	136	143	0.76
o. Help with resolving personal problems relating to further education or work plans	122	143	0.22	139	124	0.20
p. Help with talking to parents about job or school plans	115	95	0.38	105	102	0.28
q. Training for interviewing or applying for a job	143	156	0.63	137	160	0.08
r. Training in how to get along on the job	136	138	0.68	143	151	0.25
s. Training for a specific occupation	158	175	0.17	166	175	0.63
t. Assistance in making application to college or programs	116	120	0.70	114	122	0.61
u. Assistance in locating a specific job	123	143	0.31	139	142	0.87
v. Assistance by encouraging an employer to hire you	50	66	0.70	75	51	0.60
w. Assistance by working out special arrangements by explaining your special needs to an employer	61	79	0.62	70	53	0.46
x. Contact to discuss problems about your job	111	119	0.87	126	123	0.96
y. Contact to determine your satisfaction with program	116	138	0.35	130	137	0.72

* Chi-square analyses based on frequency data

** For calculation formula, see page 15.

Marital Status as a Variable in Career GuidanceCurrent VTAE Respondents

Marital status as a variable in the career guidance process was only examined for the sample of current VTAE students. Data from former students, both high school and VTAE, did not allow for specification of marriage as occurring concomitant with, or subsequent to, enrollment. Data from current high school students also could not be used since only nine of these students indicated that they were married. Of the 907 current VTAE students, 71 percent were single and 28 percent were married. The responses of this group did not indicate a significant unscored population, i.e. the percentages were not invalidated due to this fact.

Resource personnel. The major sources of aid in career planning are presented in Table 104 with percentages and chi-square values. A general tendency was noted for the "single" population to report more help from a wider variety of resources. To locate specific areas of divergence the chi-square statistical test was used to detect significant differences. Significant differences were indicated for most of the listed resources with larger frequencies being associated with the "single" samples. Both areas of educational and occupational planning were affected by marital status in the direction of the "single" subgroup. The exception to this trend occurred for vocational-technical school counselors who were viewed as more helpful in educational planning for the "married" subgroup. Identical findings were reported previously for the variable of age suggesting that the married student group was probably also older than the single group. The possible interactive effects of age and marital status need to be considered when these data are examined.

Table 104

RESOURCE PERSONNEL VIEWED AS MOST HELPFUL IN CAREER PLANNING
BY SINGLE AND MARRIED CURRENT VTAE STUDENTS

Resource Personnel	Educational Planning			Occupational Planning		
	% Reporting "Quite a Lot" or "Some" Help		$\chi^2 p^*$	% Reporting "Quite a Lot" or "Some" Help		$\chi^2 p^*$
	Single	Married		Single	Married	
Family members	79	62	.0000	67	48	.0000
Vocational-technical school counselors	49	39	.0044	20	23	.4201
Other relatives or friends	58	50	.0988	56	44	.0015
High school counselors	68	33	.0000	30	13	.0000
High school teachers	43	23	.0000	24	15	.0007
Someone attending school there	33	25	.2254	--	--	--
Vocational-technical school teacher	19	23	.1586	13	16	.1475
Someone working in that job	--	--	--	45	32	.0110
Previous or current employer	12	12	.9755	21	14	.1786

* Chi-square analyses based on frequency data

Roadblocks anticipated and encountered. The current VTAE students also indicated which of a variety of roadblocks to career placement they either anticipated encountering or actually encountered. Significant differences at the 0.10 level were recorded for several career placement roadblocks between married and single students. Single students reported encountering the following educational obstacles significantly more often:

1. Not able to afford to enter the program
2. Having to move to attend
3. Not having transportation to the school or training program

In the area of occupational placement, again single students consistently anticipated significantly more problems. The occupational roadblocks more frequently anticipated by single students were:

1. Employer wanting someone experienced
2. No openings in jobs trained for
3. Jobs not paying enough
4. Not knowing what types of jobs I'd like to do
5. Not knowing where to look for work
6. Not being qualified for the job

Comparison of these results with those previously reported for the variable of age demonstrated great similarity. Re-examination of the roadblock information suggested that age variables were a more plausible explanation for such results than marital status.

Evaluation and receipt of guidance services. The respondent groups indicated their participation level and evaluation of various guidance services which are provided in career planning. The results of the participation levels are presented in Table 105. The general trend was that the "single" populations in the current and former VTAE samples indicated a larger proportion receiving guidance services. This trend was prevalent in all phases of guidance activities, especially in the informational services. The "married" students indicated very few significantly higher frequencies of participation. These were in the appraisal and informational systems.

The evaluation of the various guidance services is also analyzed in Table 105. Significant differences were illustrated for both "single" and "married" subgroups. The appraisal services were indicated as significantly more valuable for the "married" group whereas the informational services had the converse results. Follow-up and counseling services revealed more differences, i.e. higher frequencies, for the single population. However, again these data were consistent with the data reported for the effects of age.

Summary. The results of marital status analyses indicated a trend for the "single" population to be more involved in career planning through receipt of services and sources of help. The roadblocks to careers were equally more problematic for the "single" group. When these data were compared with that concerned with age effects, remarkable consistency was noted. It would appear that age effects contributed in a large measure to the variance reported for marital status.

Table 105

COMPARISON OF GUIDANCE SERVICE PARTICIPATION AND EVALUATION BY
CURRENT VTAE STUDENTS OF DIVERSE MARITAL STATUS

Guidance Services	Percent who participated in or received service		$\chi^2 p^*$	Evaluation Index**		$\chi^2 p^*$
	Single	Married		Single	Married	
a. Aptitude tests	84	90	0.03	94	119	0.05
b. Achievement tests	78	76	0.70	91	111	0.48
c. Personality evaluations	54	54	0.99	99	109	0.44
d. Job tryouts or work experiences	37	44	0.08	131	120	0.36
e. Job interest inventories	33	22	0.01	88	64	0.03
f. Written materials about occupations or training programs	72	60	0.00	122	117	0.21
g. Career days, job fairs	40	25	0.00	85	59	0.05
h. Courses on occupations	36	25	0.00	113	116	0.93
i. Field trips to schools and employment agencies	46	19	0.00	95	51	0.00
j. Employment Service job bank	7	12	0.03	47	60	0.05
k. Information about job openings	50	44	0.18	138	141	0.19
l. Career information from courses taken	49	38	0.01	123	121	0.61
m. Help with exploring/evaluating further educational goals	46	41	0.28	132	136	0.58
n. Help with exploring and evaluating employment goals	34	28	0.11	132	134	0.94
o. Help with resolving personal problems relating to further education or work plans	31	31	0.97	123	124	0.01
p. Help with talking to parents about job or school plans	73	46	0.00	127	95	0.00
q. Training for interviewing or applying for a job	49	35	0.00	147	137	0.42
r. Training in how to get along on the job	41	33	0.06	136	137	0.83
s. Training for a specific occupation	64	63	0.82	155	170	0.01
t. Assistance in making application to college or programs	36	27	0.01	115	119	0.37
u. Assistance in locating a specific job	43	39	0.26	125	115	0.42
v. Assistance by encouraging an employer to hire you	34	29	0.24	58	36	0.11
w. Assistance by working out special arrangements by explaining your special needs to an employer	18	18	0.99	69	50	0.03
x. Contact to discuss problems about your job	15	14	0.76	116	108	0.25
y. Contact to determine your satisfaction with program	26	20	0.10	120	120	0.17

* Chi-square analyses based on frequency data

** For explanation of calculations, see page 15

PART VII USER CASE HISTORIES
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To add greater clarity to the career guidance and placement process, several current and former students were interviewed using a case history approach. In order to select these students, letters were sent to high school counselors, VTAE placement officers, and employment service personnel. These providers were asked to name two or three students to serve as examples of successful and unsuccessful placements. They were also asked to briefly describe the placement experiences of those they suggested. Approximately 35 students were suggested in this manner. On the basis of the descriptions returned by the providers, several examples of successful and unsuccessful placements were selected. These students were contacted by telephone to enlist their cooperation. Eight of these students agreed to cooperate with the interview.

Those who had agreed to cooperate were sent a worksheet to be completed prior to the interview. The information requested on the worksheet consisted of background information and attitudes toward placement. The worksheet was returned at the time of the interview.

All of the interviews were conducted by the project's principal investigator. Each interview was tape-recorded. The written case histories were reviewed on the basis of these recordings by another investigator to insure accuracy of interpretation.

Importance of Key Personnel--Amy Maloney

Being the youngest in a family of ten, Amy Maloney grew up in a small city, Kingston, Wisconsin. She is 18 years old and an attractive petite woman. Her mother is a nurse's aide and her father, who is deceased, was a salesman in a large retail store. Throughout her academic career teachers have encouraged her to question her future occupational role. "What do you want to be?" has been a familiar phrase that she has heard. During high school she took mainly the academic course load and explored her future educationally. Visiting college campuses and vocational-technical institutes, she decided to enroll in the local vocational-technical institute in a secretarial program. Changing her major field to retail and marketing early in the academic year has made Amy happier; she enjoys the field and hopes to work in an advertising agency or manage a retail store.

Amy is a person who had a number of influential factors in her life. Her large family has made her aware of the individuality of people. Her father's absence and her Catholic background and elementary school education have affected her life. Mrs. Maloney has helped Amy in her vocational planning and given her encouragement. During high school Amy was on work-study and did clerical work and some English tutoring. At that time she encountered the employment service and its functions. Her fiancé is in the Navy and has further encouraged her educational efforts. Her high school counselor has been both a friend and a source of support in occupational planning. Teachers have indicated her capabilities in English and

have shown her professional opportunities. Outside influences have demonstrated various vocational routes, but Amy has undertaken the task of "trying out" a role or two to develop her career. She applied to nursing programs on the advice of others and was rejected. She started the secretarial program, had a broken arm and subsequently, decided to change majors. The retail and marketing field seemed more suitable because of her business orientation. After Amy had acquainted herself with vocational programs and college programs, she decided that the local vocational institute would best suit her needs. As a student there, she has become involved in the student senate, especially public relations. She indicates, "I know where I am going and what I want to do." Making her own decisions and living with them have helped her in her vocational search.

School is seen by Amy as a process where friends and family play a role, but most important she has taken the initiative to pursue some of her goals. Growth as a student and a person have intertwined to enable her to develop a greater understanding of careers and their meanings.

Importance of Active Involvement in Career Planning--Mary Schwartz

Mary Schwartz, an 18-year-old high school graduate, has lived in a small community her entire life. Being the middle child of six siblings and the non-committal attitude of her parents has allowed her to be independent in her planning. With her father managing a "dime store" and her mother being a housewife, Mary's family has equipped her with only limited occupational role models.

Mary is an average-looking girl in all respects, size, weight, height, and physical appearance. She maintains an even affect level, with her manners being appropriate and pleasant. Academically she performed capably and maintained a good high school record. Her ambitions for the future were centered on being a veterinarian's assistant. However Mary was not selected for the vocational-technical school program. Mary's only employment since high school graduation has been at her father's store during Christmas.

Mary's life at the present time is at a standstill. "I'm not interested in school at all," "Keep hoping," "Nothing I care to do," and "I don't see anything open," are examples of her feelings about her future and her role. She has been contacted by the school counselor, but she has not had anyone intervene in her life as far as occupational roles are concerned. In addition, Mary has made minimal attempt to find employment and learn about the world of work. A career communications course in high school was not taken by Mary and she has not visited the employment office to secure employment. The school has made occasional contacts, nothing that has sustained; the family has not acted to encourage her and has remained non-committal, and the employment services have also remained out of her occupational future. Mary has the attitude of something will happen but she is not actively participating in anything. The family, the school and the employment services have been relatively passive as has Mary.

Importance of Accurate Career Information--Gary Hughes

Being raised in Huston, Wisconsin as the second youngest in a family of five children, Gary, 18, has developed career plans with numerous pressures. His father, who works for a nearby farm implement company, wanted Gary to be involved in the field of computers. An uncle, who is an attorney, wanted Gary to work in the field of law. A brother, who is a medical technologist, showed Gary the benefits of the medical profession. A close friend described electronics and its opportunities. The school wanted a decision from Gary but did not provide the necessary information. This handsome young man has had people wanting decisions only for the sake of a decision and they have not allowed Gary to express his interests.

For Gary, vocational planning in the school system was nothing more than being told to "think about it." Gary admits that he "mostly studied while in school but intends to go out for sports now." He enrolled in an electronics course at the vocational school on the basis of a friend's encouragement. He subsequently learned that his friend's description of the program did not mirror its reality. He subsequently dropped out of this program and decided to enroll in a college program in chemistry.

The high school had placed emphasis on making a decision, but did not provide the relevant information for an adequate decision-making process. Decisions were important, but not the analysis of pertinent facts. Gary enjoyed working in chemistry when he was young. He also enjoyed woodworking, auto mechanics, and industrial arts which he took while in high school. He experienced a lot of his interests but had trouble attempting to make a good decision concerning a career. The environment placed the emphasis upon a decision but did not account for Gary's feelings about his future.

Some of Gary's frustrations arise in his comments such as "I would have been better off if I'd taken a year off," "Just wasn't ready for it," and "I was pretty young when I graduated." He indicated his lack of awareness by not knowing about electronics and not even knowing that there is an employment office in his hometown. Without a sufficient background in the world of work, only odd jobs and a paper route, Gary does not have an idea about occupational possibilities in chemistry. His interests are in chemical research but he does not have a grasp of that field. He is presently working in the university's bakery part-time and attending the university. His future depends on his decisions but he has little knowledge about his options at the present time.

Gary frankly discussed views about schools. His suggestions for improving career planning included training in decision-making processes, additional counseling, a five year high school program, information regarding alternatives, and an improved education curriculum in the high schools. Gary envisions these suggestions as aiding students in their search for information about careers.

Effective Use of Placement Resources--Bob Smith

Bob Smith, 23, has grown up in a small Wisconsin farm town, one of four siblings (two older sisters and one younger sister). His interest in mechanics developed through his father's occupations as a farmer and

a mechanic and also his industrial education courses in high school. Bob is now married, working at an automobile dealership, and a good example of a user of the available placement services.

While in high school, Bob became interested in the field of auto mechanics. He enrolled in relevant courses and was assisted in his vocational development by his industrial arts teacher/counselor. After graduation from high school Bob worked in a factory in Illinois for five months. He obtained this job through his brother-in-law. Bob disliked the monotony of factory work, so when offered a job at a garage in his hometown, Bob saw an opportunity to obtain valuable experience. However, the military interrupted his life. Volunteering for military service gave him the chance to choose his desired training program. While on leave in his hometown, the doctors discovered that Bob had diabetes. After being medically discharged, Bob started to use the area's placement services. He contacted a Wisconsin State Employment Service counselor while applying for unemployment compensation. The counselor directed Bob to the vocational-technical school. With his military discharge the counselor sought help through the Veterans Administration and Manpower Development and Training Act which provided aid for his next two years of training. In his second year Bob progressed through the auto mechanics program while his wife also attended vocational school as a clerk-typist. The vocational-technical institute provides a job bank for the graduates. Working with the local Job Service office, the institute obtains the list of available jobs. These job lists are then circulated to the graduates who are qualified for the positions. Thus, Bob secured his present position through this job bank. His ambitions are to own a garage someday and develop his own business.

Bob Smith has used the placement services in every way. He has been encouraged and helped by his parents; he has been aided by his high school teachers and counselor; he has sought help through the Job Service and its counselors; he has used the facilities of the vocational-technical institute to his benefit, but most important of all, Bob has had the initiative to use these resources to develop his occupational role. Here is an example of an individual who has obtained aid from parents, placement, employment services, teachers and counselors. Utilizing the available resources has given Bob Smith an opportunity to develop his career.

Family Influences on Career Planning--Cindy Worth

As a 19-year-old nursing student, Cindy lived in a metropolitan area of 100,000 people. She was raised in Urban, Wisconsin as the youngest of three sisters. Her sisters being twice her age has given Cindy some singularity in the family. Mrs. Worth is an executive at a local manufacturing company and Mr. Worth is a machinist. Cindy is an attractive, young, single woman who is in her second year of a nursing program at an urban hospital.

With Cindy, the ability to define goals and follow through on them seems to be a significant factor in her life. Cindy's older sister who is a nurse influenced her about the nursing profession. She states, "I started thinking about nursing when I was about seven years old." Her career goal has been more or less stable but the pathways to this goal necessitated elaboration. In high school Cindy took sciences for nursing

and maintained high grades throughout her program. A health occupations course was offered in high school but she did not enroll. The high school course work did not stress careers and she never received any vocational tests.

In regard to her career planning Cindy received assistance from her mother. Mrs. Worth has been actively involved in Cindy's plans. The feelings of the family were that the school counseling services did not provide adequate information for careers. The counseling services lacked pertinent facts about nursing programs and the information that was given was not beneficial. Cindy wanted a nursing program in Wisconsin and wanted to move away from home. The counselor and the local vocational institute provided inadequate information and the employment service did not affect the situation either. With her mother's aid, Cindy visited local schools of nursing, obtained information, took the necessary entrance exams and sent applications to various schools. She was accepted in an urban school for nursing and will finish the three year program.

Long range plans have been part of Cindy's life. She has worked a part-time job in high school; her career goal has been nursing. After nursing school she wants to "go on to get my B.A. degree after I work for a year or so." With another career objective the question arises as to who will aid Cindy this time. In her previous career planning, Cindy has perceived her institutional contacts as being of little value.

Role of Readiness in Career Planning--John Steinmaker

After a semester at a State University, John decided to transfer to Blue Rock Center, a University Branch. His main reason for transferring was financial, as enrollment in the latter institution allowed him to live at home and commute to school. Enrolled in a general courses program, John has decided to postpone occupational decisions for another year.

Four older sisters, one older brother and one younger sister are the members of John's family whose father is a teacher and mother is the manager of a credit union. Pleasant, friendly, good-looking, describe John's appearance. He enjoys music, sports, and plays basketball for the University Center team. In school he considers his best subjects to be history and English and wants to eventually be involved in education. During the summers he worked for the recreation department; his sisters worked there also. Future plans lie in education but are not concrete at this time.

High school was a "good time" for John. He liked school and thought that school was not very difficult. His grades centered around a "B" average. He always wanted to attend college and in tenth grade started to think about his future more seriously. His parents helped him, but the decisions were made by John. He thought about the military but was discouraged by his father's views on the subject. Counselors aided his search for schools but he did most of the work. He wanted to attend a private college but financially it was impossible to do so. The location of the employment service office is unknown to John. Parents and school personnel have been the major influences on John's educational planning.

Decisions did not concern John in high school. "Having too much fun" made it difficult for him to think and decide about his future. John recommends three ideas in regard to future planning: (1) somehow get the student's attention to the fact that plans and decisions need to be made, (2) make high school more difficult, and (3) allow students to make more of their own decisions. John sees these areas as problems. His own career is progressing until he has to make a decision. Planning is accomplished at a crisis situation and not made in advance. Where he will go and what he will do are not important presently but will be in the future. Aiding the decision-making process would benefit John but nobody is intervening to help.

Absence of Plans--Bill Oral

Bushy-haired, semblance of a beard, acne, 19-years-old, medium build, 5'8" tall, eldest of five siblings, born and raised in Shootown, Wisconsin describe Bill at the present time. With his father, a mechanic, operating a garage previously owned by Bill's grandfather, and Bill's mother driving a bus, the family is not in serious financial difficulty.

Bill has dropped out of high school twice but each time he has re-enrolled. Dropping out with his friends eventually led him back to school and the second time followed a different path. He quit school, volunteered for the Navy but flunked the physical examination due to bad knees. He searched for jobs and with no luck in finding employment has tried school again. Bill's reasons for going to school include, "wanted to," "can't find a job," and "might as well." His schooling is basically industrial arts with future plans relating to this training. Ideas of being a draftsman after attending a technical institute and a mechanic are Bill's future plans. These are in no way definite but thoughts of his. He thinks about working for his father and even has visions of transforming the garage into a bar. He expects to inherit the business. Occupational roles are not defined in regard to Bill and he is not particularly concerned at the present time.

People intervening in his life has been minimal. His parents do not play a significant role except for the mutual interest in mechanics. The relationship to counselors has not been important in Bill's planning. Teachers have only influenced him in starting to think about his future. The school has not actively intervened as of yet. Bill feels, "I'll do it my way."

In his leisure time, Bill enjoys the outdoors, especially hunting. He has his own car and has had a number of traffic violations. Disorderly conduct, petty theft and littering are on his police record. He sees the police as, "out to get him" and seems beaten by elders. When he is out of money he thinks about his situation and his future. Shop teachers and his father are people he talks to, but he depends upon himself to do things. Working in his father's garage afternoons supplies him with some money, but with his future he replies, "I don't know, not sure."

Bill realized some of the need of a high school education and has "learned to stick it out." Placement and employment are unknown to him and he is not doing anything actively to relieve the situation. He knows he is in school but after that he does not know.

Are Career Goals Realistic for Everyone?--Mel Blank

Middle-aged, single, unemployed and living with his parents describe the situation of Mel Blank. He has been more or less unemployed for six to seven years. The future does not seem bright for him due to his past history.

Mel has lived in Wilson, Wisconsin most of his life. He graduated from Wilson High in 1954, with a strong vocational background, and subsequently joined the military. After three months active duty he was discharged because of a previously caused and existing psychological condition. His jobs have included being a machinist, working as a heavy equipment operator, a telephone lineman, school supply deliverer and in an appliance shop. The list of jobs seems varied but he held the machinist job for a year and a half which was his longest term of employment. His schooling also shows this wide range of experiences. Courses in electronics, heavy equipment, construction and as a machinist demonstrate his range of abilities. With these talents however, Mel has remained unemployed for the greater part of his post-high school years.

The son of a businessman and a housewife, Mel enjoyed working with his hands and tools in high school. Shop courses interested him with the idea that his future would be in one of these related fields. In high school he contacted his counselor once but felt he, "didn't get much satisfaction from it." His parents did not put emphasis on careers or career plans. After his military service he worked as a machinist for a year and a half. As a machinist he, "developed neurodermatitis which spread across my legs." He left this particular job, consulted specialists but he could not get his job back. Odd jobs and various schools led him to 1968 where he was employed as a machinist in a firm that subsequently went out of business. More technical schools and odd jobs have led him to the Wisconsin State Employment Service. He has been in contact with counselors from this agency for the last three years. Pertinent facts reveal that Mel has had jobs but has stated his desire to be fired and unemployed. Mel looks for work, finds it and then expresses the fact that he should be released. Mel's entire situation reveals psychological problems with job hopping and unemployment being involved.

In Mel's life placement people have tried to find employment for him but his emotional condition has affected his placement and maintenance of a job. Although vocationally qualified, Mel encounters other problems which deter his employment. "Bad luck" and "poor communication with employers" have affected his life as far as the world of work. Well-trained with emotional difficulties describe Mel.

Summary and Conclusions

Of the 30 to 40 suggested names of persons for case histories, eight were selected, interviewed, and have been presented in this report. Those selected represented a variety of aspects of the career guidance process. Successful as well as unsuccessful cases have been presented.

The inability to make decisions regarding "What should I do or can I do?" is the most complex problem found by the individual regarding his

or her career choices. To avoid this problem many of those interviewed delayed making decisions. They apparently have had minimal experience with such decision-making and often lacked an understanding of the implications of their decisions. Many persons were mentioned as providing advice on placement, especially family members who also often served as role models. The efforts of counselors were noted in several cases, primarily as being people who were friendly, but they provided insufficient help in occupational matters.

PART VIII

SUMMARY AND CONCLUSIONS

Users and providers of placement services in three Wisconsin counties were canvassed in an attempt to provide a data base for the establishment of a coordinated and comprehensive model for the delivery of career placement services. Parallel questionnaires were developed for five target groups: current high school seniors, former high school seniors, current VTAE enrollees, former VTAE enrollees, and providers of career placement services. The information solicited on the questionnaires evolved from five research questions:

1. What agencies or individuals are the most helpful in the educational and occupational placement of students and adults?
2. What placement services or activities are the most helpful to which groups of students and adults in accomplishing their educational and vocational objectives?
3. What barriers do students and adults encounter in attempting to enter educational institutions or in securing employment?
4. What differences, if any, exist in the importance attached to the various placement-related activities and services by providers, users, and agency or institution policymakers?
5. Who is perceived as responsible for educational and vocational placement?

Furthermore, information was also requested regarding various subject and community variables in order to assess any effects of such variables on the career guidance process. The data returned from users and providers were subsequently analyzed using the chi-square technique. A summary of these results and implications is contained in this section.

Key Resource Personnel in Career Planning and Placement

The high school and VTAE respondent groups indicated that family members and other relatives and friends were the major sources of help relied upon in career decision-making matters (Table 106). The majority of respondents in all groups also perceived high school counselors as helpful with educational planning concerns; however, the counselors were perceived as considerably less helpful with occupational matters. In fact, as a group, school personnel tended to be rated as more helpful with educational than occupational matters. Such a conclusion was supported by the provider data. While fourteen of the high school counselors returning questionnaires indicated they did not provide job placement assistance, only four indicated that they did not participate in the educational placement of students. They also reported that two-thirds of their placements were into further training rather than employment.

The coordination providers reported in educational and occupational planning and placement suggested the following conclusions:

Table 106

PERCENT OF RESPONDENT GROUPS REPORTING EACH OF THE RESOURCES
AS OF "QUITE A LOT" OR "SOME" HELP IN CAREER PLANNING

Source of Help	Current H.S.	Former H.S.	Current VTAE	Former VTAE
High school counselors				
Educational planning	80%	74%	55%	54%
Occupational planning	43%	22%	18%	23%
High school teachers				
Educational planning	60%	49%	39%	34%
Occupational planning	37%	23%	16%	20%
VTAE school counselors				
Educational planning	-	-	38%	48%
Occupational planning	-	-	23%	19%
VTAE school teachers				
Educational planning	-	-	32%	18%
Occupational planning	-	-	33%	13%
Family members				
Educational planning	92%	85%	59%	68%
Occupational planning	81%	68%	45%	57%
Other relatives or friends				
Educational planning	80%	71%	50%	51%
Occupational planning	69%	60%	42%	49%
Job Service Wisconsin (WSES)				
Educational planning	3%	9%	9%	8%
Occupational planning	7%	18%	13%	14%
Previous/current employers				
Educational planning	21%	15%	17%	11%
Occupational planning	24%	17%	23%	17%

1. High school counselors tended to coordinate their activities with others to a greater extent than the other provider groups.
2. Private employment agencies were typically not relied upon as a resource in occupational planning.
3. More coordination appeared to be involved in educational planning than occupational planning. Decisions related to occupational placement were made mainly in conjunction with members of the labor market, employers and other employees.
4. Counselors, in all settings, were perceived as the central figure in educational planning.
5. Despite the importance users attributed to family and friends in career planning, such persons were primarily perceived of as occasional resources by the provider groups.

Beyond these conclusions, and perhaps of even more importance, was the observation that remarkably little coordination with providers in other settings was noted. The tendency appeared to be for providers in each setting to rely primarily on other providers in that setting.

Roadblocks to Career Placement

The students and providers indicated that the major roadblocks to educational placement involved selection of a program, meeting the entry qualifications, financial problems and relocation. The only educational roadblock mentioned by a majority of the user respondent groups involved the selection of a training program. Larger percentages of students reported difficulties in securing suitable occupational placement. These difficulties tended to cluster in several areas:

1. Selection of job possibilities compatible with capabilities and interests.
2. Lack of experience, qualifications, and job openings.
3. Locating sources of job leads and presenting oneself to an employer.

The data from providers substantiated these to be the major problems. There were, however, some differences in the priority these problems assumed for different groups. Former students in both settings placed greater emphasis on occupational selection, while the current students emphasized lack of experience and qualifications and limited job openings. The VTAE students tended to report fewer job placement obstacles than the high school respondents. The providers seemed to perceive more problems related to appropriate interview behavior and appearance than the user groups. They also only infrequently mentioned problems related to the pay scale for the job despite the fact that low pay was considered to be one of the most frequently reported problems encountered by the user groups.

Participation in, and Provision of, Guidance Services

Aptitude and achievement testing, written materials about occupations and training programs, and talking to parents about career plans tended to dominate the guidance services received by the majority of the students in all settings. A majority of those involved in VTAE programs also reported receiving training in a specific occupation and information about job openings. In contrast, educational counseling was the only other service received by the majority of high school respondents. These emphases received additional support from the data received from providers. Counseling services were consistently more frequently mentioned as provided by those in high school settings, while occupational preparation and training were more frequently emphasized in the VTAE settings. The public and private employment counselors consistently provided more direct placement services.

Evaluation of the Guidance Services

There appeared to be remarkable agreement among all respondent groups as to the value of various guidance services in occupational planning and

placement (Table 107). The seven services which were rated consistently as most important by all respondent groups were:

1. Information about job openings
2. Occupational counseling
3. Educational counseling
4. Training in interviewing and applying for a job
5. Training in how to get along on the job
6. Training for a specific occupation
7. Assistance with locating a specific job

Apparently all groups perceived the pathway into employment to be facilitated if the person were equipped with a sense of direction, a specific occupational skill, appropriate job seeking and maintaining behavior, and a job lead. Such an observation parallels the data previously reported on occupational roadblocks. Appraisal and informational services were among those perceived as of least importance in occupational planning and placement, although these services ranked high in terms of the frequency of participation by students.

There were some slight discrepancies in the importance attached to the various services by various respondent groups. The following observations were suggested by the data:

1. High school user groups placed a great deal of importance on parental input in career decision, yet parental counseling was ranked among the least important services by high school providers.
2. High school providers attached the greatest value to the counseling services.
3. The providers employed in VIAE settings tended to evaluate the training and preparation services as most valuable.
4. Public and private employment counselors rated direct placement services to be of the most value.

Interestingly, the services the various provider groups rated to be most important mirrored the degree to which they perceived themselves as providing these services.

Responsibility for Placement

From 80 to 90 percent of all the respondent groups, including all user and provider subgroups, indicated that the high school should be held responsible for the teaching of job-finding skills and appropriate job conduct. The users were also queried as to whether the high school should be responsible for assuring an educational or job placement to all students. From 30 to 40 percent of the users felt the high school should receive such a responsibility, however the prevailing attitude was that the high school should have career placement services available, but the utilization of such services should be determined by the individual student.

Table 107

SUMMARY RANK ORDERS FOR ALL RESPONDENT GROUPS*

Guidance Service	Providers	Present H.S.	Former H.S.	Present VTAE	Former VTAE
a. Aptitude tests	15	15.5	17	16	15
b. Achievement tests	18.5	15.5	18	17	16
c. Personality evaluations	22	20	20	15	14
d. Job tryouts/work experiences	12	9	12	7	8
e. Job interest inventories	16	18.5	15	18	18
f. Written materials about occupations or training programs	11	12	7	11	9.5
g. Career days, job fairs	23	18.5	20	20	20
h. Courses on occupations	17	11	12	13.5	12
i. Field trips to schools and employment agencies	18.5	17	16	19	19
j. Employment Service job bank	21	23	22	23	22
k. Information about job openings	1.5	7	1.5	4	2
l. Career information from courses taken	10	14	14	8.5	11
m. Help with exploring/evaluating further educational goals	5	3	3.5	5	5.5
n. Help with exploring/evaluating employment goals	1.5	5	5.5	6	7
o. Help with resolving personal problems relating to further education or work plans	8	13	5.5	8.5	9.5
p. Help with talking to parents about job or school plans	20	1	3.5	13.5	17
q. Training for interviewing or applying for a job	3.5	4	8.5	2	4
r. Training in how to get along on the job	3.5	8	12	3	3
s. Training for a specific occupation	7	2	1.5	1	1
t. Assistance in making application to college or training programs	13	10	8.5	12	13
u. Assistance in locating a specific job	6	6	10	10	5.5
v. Assistance by encouraging an employer to hire you	14	21	23	22	23
w. Assistance by working out special arrangements by explaining your special needs to an employer	9	22	21	21	21

* Based on evaluation indices

Effects of Selected Variables on the Career Guidance Process

The following conclusions were offered as to the effect of various background variables on the career guidance process:

1. Sex. The sex of a student appeared to have a significant effect on the career guidance process. In general, females tended to receive more assistance both in terms of constructive involvement with key personnel and in terms of guidance services received. However, closer inspection of the data suggested that this help was more frequently directed toward educational planning. Male students, on the other hand, appeared to more frequently be the recipients of occupational planning help as well as to receive more concrete job placement referrals. Such an observation is consistent with the responses received from providers. The providers, as a group, indicated that males accounted for more of their placements than did females. However, the responses of former high school students suggested that such a delivery pattern may not be consistent with the needs of the students. More of the former high school girls mentioned difficulties in obtaining a suitable job placement than did the boys.

2. Academic standing. On the high school level, counselors seemed to be providing greater job placement assistance to the below average student. However, although the lower ability student accounted for a larger proportion of the job placements made by high school counselors, such placements were proportionately less frequent activities of counselors than were placements into further training where the ratio of above average to below average placements was 2 to 1. Similarly more of the placements reported by high school teachers involved above average students. The ratio of above average to below average students placed either on a job or into further training was 3 to 1 for the VTAE providers. Apparently the educational personnel surveyed provided more placement assistance to the above average student, particularly in regard to educational placement. Such an observation was consistent with the data received from users. The more academically successful students in both the high schools and the VTAE system reported receiving more help from a variety of key personnel and participating in more of the guidance services than their less academically successful peers. They also evaluated the guidance process more favorably in terms of its importance in occupational planning and placement. Any inconsistencies in this conclusion were in the direction of the C or below average student receiving greater assistance with job placement.

3. Race. A comparison of VTAE students' responses to various questions concerning career guidance suggests few differences related to racial background. Both white VTAE students and nonwhite students seemed to rely on similar resource personnel in career planning, received comparable guidance services, and attached consistent degrees of importance to the various guidance services. Although there were some significant differences noted between the samples for particular items, these differences were frequently unsubstantiated across samples. There did appear, however, to be a tendency for the nonwhite respondents to attach greater importance to career information via materials or courses. The data from providers was interpreted as suggesting that ethnic minority group members accounted for a greater percentage of the placements than their population representation would suggest. Community action agencies were noted to be particularly active, especially in the placement of male minority group members.

4. Age. Age appeared to be a significant variable in the career guidance needs of VTAE students. In general, the effects of this variable were

noted for the under 20 age group and the over 45 group. Both groups appeared to be embarking on new career pathways. For the youngest students this represented a first career while for the 45 and over group, it appeared to be related to a disability since a larger proportion of these students perceived themselves as handicapped and reported receiving help from the Division of Vocational Rehabilitation. The other resource agencies and persons rated as most helpful by various age groups mirrored the data from providers presented in Table 46. The observation was made that the high school was the major purveyor of placement services to those under 20 years of age. In contrast, the efforts of the other provider groups surveyed were often concentrated on those who were slightly older.

5. Class size. Although some differences existed in the career planning and placement needs of current and former high school students as a function of school size, these differences were relatively few. For the most part, students from all schools anticipated and encountered similar problems in achieving suitable career placements. The guidance services received by the students and their evaluation of these services were also quite similar despite differences in school size. The following exceptions to these findings were noted:

- a. Students from larger schools tended to view the key resource personnel, especially school personnel, as less helpful in career planning and placement.
- b. Students from smaller schools were more concerned about relocating to find suitable career placements and tended to place more importance on the informational guidance services.
- c. Students from larger schools expressed greater concern regarding choice of an occupation or school and their lack of experience. Correspondingly, they tended to value job-related training and educational counseling more than their peers in smaller schools.

These findings probably reflected differences in the immediate environments in which the various groups of students find themselves. Those in small schools tended to be from more rural environments in which the local labor market was more limited and more personal. In such a situation, the key personnel could have been more influential in securing placements. However, since the market is limited, many students will need to relocate and possibly seek employment in an unfamiliar occupation. Correspondingly, the informational services would tend to become more valuable. For the students from large schools in more urban settings, the picture was somewhat different. They were familiar with a wide variety of occupational possibilities, and hence attributed more importance to the selection of an occupation. However, the labor market they faced was more impersonal and, as such, occupational competence, application procedures, interview behavior, and appearance tended to become more important. The key resource personnel were also probably more handicapped in the placement-assistance they could have provided. Despite these differences, the marked similarity of the responses of students in all schools suggested that rural and urban differences are diminishing.

6. Post-secondary activities. Those former high school students who pursued further education on the post-secondary level reported receiving help from a variety of sources in accomplishing their educational plans

and placement. Those pursuing occupational goals upon completing high school seemed to rely primarily on family and friends in realizing their objectives. The occupationally-bound student, in contrast to his peers who had pursued further education, was also less likely to receive the guidance services he considered to be most important to occupational planning and placement. The guidance services valued by the occupationally-bound were those concerned with locating employment and obtaining occupational proficiency. The most frequent activity of former high school students, regardless of post-secondary plans, was either full or part-time employment. In other words, although the probability existed that former high school seniors would find themselves embarking on an occupational role rather than an educational role, more guidance appeared to be available for educational concerns rather than occupational concerns.

7. Years of vocational training. Involvement in career guidance activities was greater for those who had completed at least two years of post-secondary vocational training than for their peers who had completed a year or less of such training. Key resource personnel were perceived as more helpful by the "two-year" students and they indicated greater involvement in various career guidance activities. Nevertheless, increased educational preparation did not reduce the occupational barriers encountered by VTAE students. The suggestion was offered that perhaps many of those who discontinued their education after one year did so because of the availability of a job, and, hence, reported less problems in the occupational sphere.

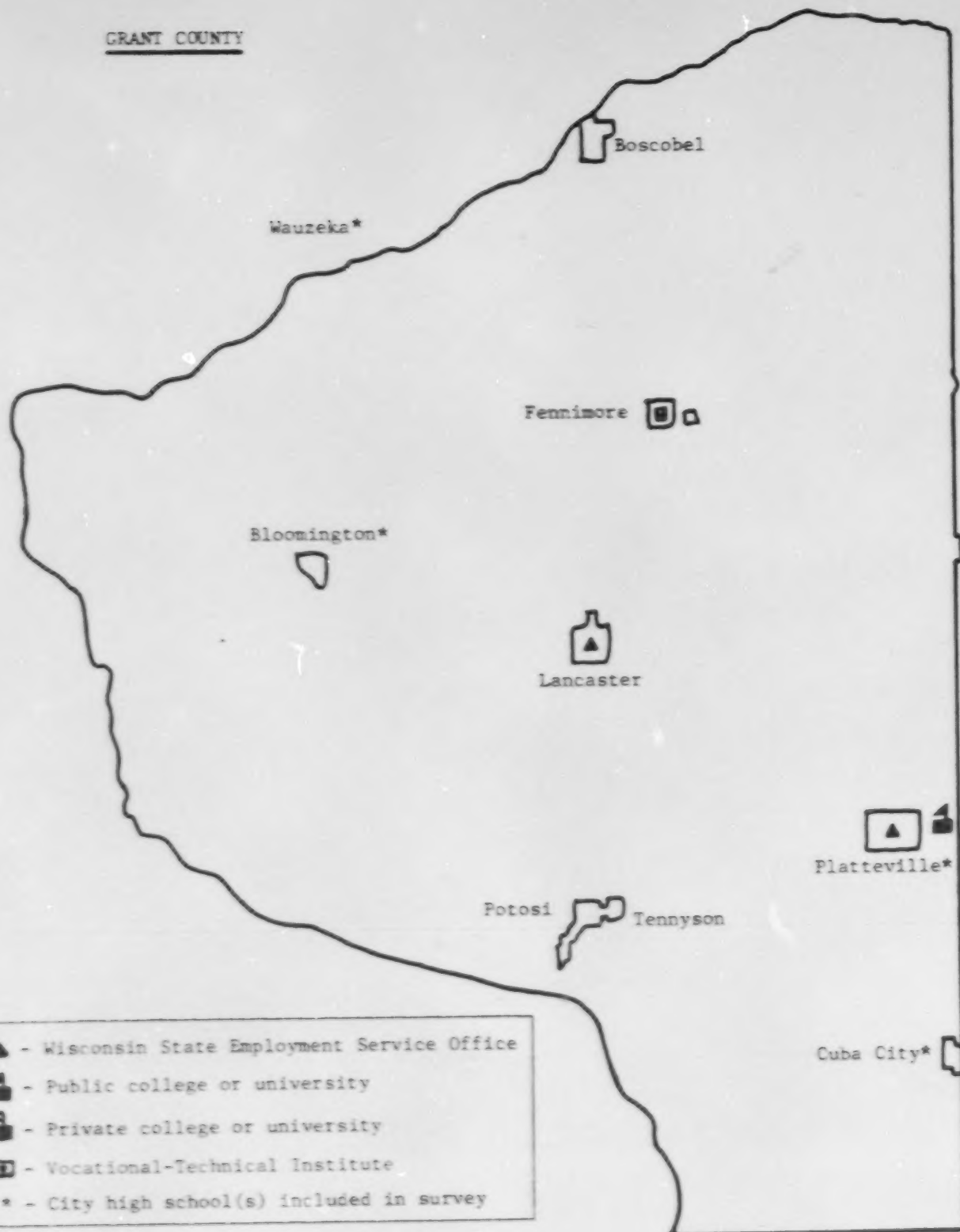
8. Marital status. The results of marital status analyses indicated a trend for the current VTAE single population to be more involved in career planning through receipt of services and sources of help. The roadblocks to careers were equally more problematic for the single group. When these data were compared with that concerned with age effects, remarkable consistency was noted. It would appear that age effects contributed in a large measure to the variance reported for marital status.

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APPENDIX A
 DESCRIPTIONS OF SELECTED
 WISCONSIN COUNTIES



GRANT COUNTY

Grant County

1970 Population	48,398	Percent nonwhite population - 0.4
Males	24,278	Net migration 1960-1970 - 863 out
Females	24,120	Median family income 1969 - \$8,464

County description. Grant County lies in the southwestern corner of Wisconsin on the border of the Mississippi River. Although Grant County is a predominately rural county and only "lightly industrialized," opportunities in the manufacturing area can be found by the residents in neighboring Dubuque, Iowa. Grant County is among the richest farming counties in Wisconsin and ranks within the top 100 counties in the United States in value of farm products sold. The actual number of farms, however, has been following the nationwide decline (Department of Business Development, 1974). Post-secondary educational opportunities are available in Grant County through the University of Wisconsin campus at Platteville and the Southwest Wisconsin Vocational-Technical Institute in Fennimore. The Wisconsin State Employment Service also maintains two local offices in Grant County--in Platteville and Lancaster.

School enrollment figures. School dropout rates in Grant County fall below the state average and in 1971 were estimated at 1.4 percent (State Plan for Vocational Education in Wisconsin). The 1974 enrollments in the two post-secondary institutions increased over the previous year:

	<u>1974 Enrollment</u>	<u>Percent Change</u>
U.W. Platteville	3,941	+ 3.1
Southwest Wisconsin Voc-Tech Institute	860	+12.0

Labor force composition. Women compose 34 percent of the labor force in Grant County. The following tables depict the distribution of the 17,289 persons employed in Grant County in 1970 by type of industry in which they were employed and their occupational area:

Table A-1

Industry of Employed Workers in Grant County

Agriculture, forestry and fisheries	20%
Mining	1%
Construction	5%
Manufacturing	18%
Transportation, communication & utilities	5%
Wholesale trade	2%
Retail trade	16%
Finance, insurance, real estate	2%
Services	28%
Government	3%

Table A-2

Occupation of Employed Workers in Grant County

Professional, technical and kindred	121
Managers and administrators, excluding farms	71
Sales workers	51
Clerical and kindred workers	111
Craftsmen, foremen and kindred	101
Operatives, excluding transportation	121
Transportation equipment operatives	41
Laborers, except farm	41
Farmers and farm managers	131
Farm laborers and farm foremen	61
Service workers, excluding private household	141
Private household workers	21

In 1970, the four largest private employers in Grant County were:

Advance Transformer, Co.,	Boscobel,	Small transformers
Wisconsin Barge Co.,	Cassville,	Barge company
Parkview Terrace,	Platteville,	Nursing home
Pick's Super Market,	Platteville,	Grocery stores

None of these private employers employed more than 200 workers in 1970.

Public and social services. In 1970, 928 persons in Grant County were receiving public assistance. This figure represents only two percent of the total population in Grant County despite the disproportionate representation of this county's population in the lower income brackets. The Department of Business Development (1974) has reported that 18 percent of the families in Grant County in 1969 had an income less than \$4,000 per year whereas the comparable percentage for the state was 13 percent. Similar figures were reported for the \$4,000 to \$5,999 income bracket, such that 14 percent of the residents of Grant County as compared with 9 percent of the state's residents had incomes in this bracket.

The Job Service (formerly Wisconsin State Employment Service) maintains an office in the center of Grant County at Lancaster. Of the 5,546 applicants at the Lancaster office during the first half of fiscal year 1975:

291 were placed
31 received counseling
11 received testing
41 were enrolled in training programs

Nearly three-fourths of the placements made during this time period were applicants under 22 years of age although these applicants only constituted 46 percent of the total applicant group. Also almost one-half of those applicants with less than a high school education were placed. The comparable placement rate for applicants with less than a high school education in the other two, more urban, counties was approximately 20 percent. For a more detailed analysis of the various applicant groups, see Table A-3.

The success of the Lancaster office in placement of young workers and those with less than a high school education may possibly be explained by the nature of the job openings available at the Lancaster office. Table A-4

Table A-3
SERVICES PROVIDED TO SPECIAL APPLICANT GROUPS AT THE LANCASTER JOB SERVICE OFFICE
DURING THE FIRST HALF OF FISCAL YEAR 1975

Services	Male	Female	Total*	Applicant Groups			Total
				Under 22	Grade 11 or Below	High School	
Applicants available	3200	2346	1662	2533	2307	1890	5546
% of total applicants	58%	42%	29%	46%	42%	34%	100%
Applicants placed	738	895	192	1202	1100	295	1633
% of applicant group placed	23%	38%	12%	67%	68%	16%	29%
% of total placements	45%	55%	12%	74%	67%	18%	100%
Applicants counseled	114	36	100	62	52	79	148
% of applicant group counseled	6%	4%	6%	2%	2%	4%	3%
% of total counseled	77%	23%	68%	42%	35%	53%	100%
Applicants tested	52	23	25	37	20	41	75
% of applicant group tested	2%	1%	2%	1%	1%	2%	1%
% of total tested	69%	31%	33%	49%	27%	55%	100%
Applicants in training	113	87	167	83	102	73	200
% of applicant group in training	6%	6%	10%	3%	6%	6%	6%
% of total trained	57%	43%	64%	62%	51%	37%	100%

Source: Bureau of Manpower Utilization, Employment Security Division, Department of Industry,
Labor and Human Relations

indicates that almost 65 percent of the placements made through the Lancaster office were in farming, fishing, and forestry--occupations where educational screening criteria are rarely used.

Table A-4

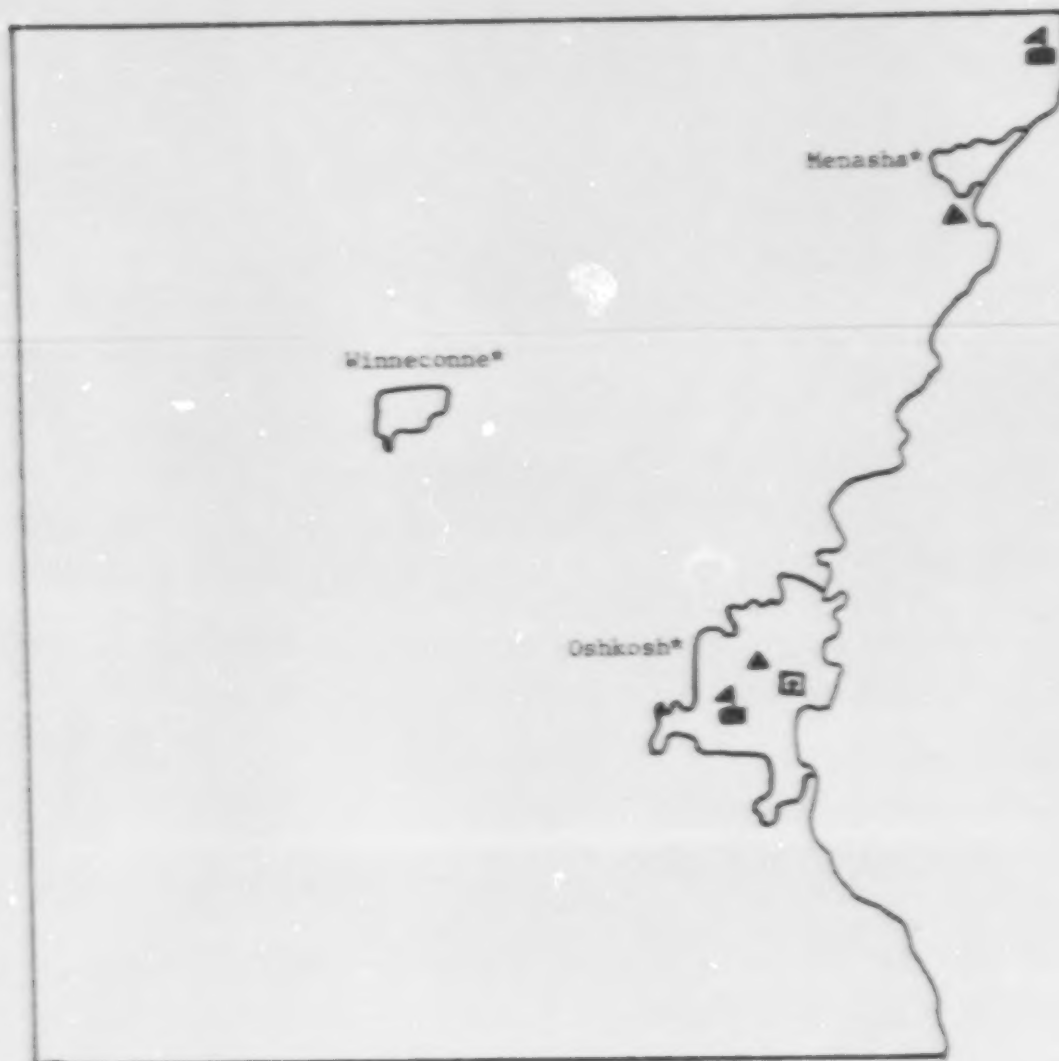
DISTRIBUTION OF PLACEMENTS IN THE LANCASTER JOB SERVICE OFFICE
BY OCCUPATIONAL CODE (1ST HALF FY75)

Occupational Code	% of total placements	Occupational Code	% of total placements
Professional & technical	7.8	Processing	13.4
Clerical	1.9	Machine trades	0.5
Sales	0.7	Bench work	0.5
Domestic	0.4	Structural	1.4
Other service	2.1	Motor, freight & transp.	0.5
Farm, fish, & forestry	64.9	Packing, material handling	1.1

Source: Bureau of Manpower Utilization, Employment Security Division,
Department of Industry, Labor, and Human Relations

The Division of Vocational Rehabilitation does not maintain a local office in Grant County but rather residents of this county are served by a counselor from the Madison, Wisconsin office approximately 45 miles from Grant County. During fiscal year 1974, 316 residents of Grant County were recorded as clients of the Division of Vocational Rehabilitation. In comparison to the 1970 census data, this figure suggests that only seven residents per one thousand were clients of DVR. The proposed addition of a local office of the Division of Vocational Rehabilitation in Grant County at Platteville would presumably increase the number of residents referred to this agency.

The DVR cases on record for Grant County are categorized by disability, race, and sex on page ____.

WINNEBAGO COUNTY

- ▲ - Wisconsin State Employment Service Office
- ▤ - Public college or university
- - Private college or university
- ◻ - Vocational-Technical Institute
- * - City high school(s) included in survey

Winnebago County

1970 Population	130,001	Percent nonwhite population - 0.5
Males	63,388	Net migration 1960-1970 - 8,758 in
Females	66,543	Median family income 1969 - \$10,150

County description. Winnebago County lies in central Wisconsin and in many ways typifies the counties in the northern two-thirds of the state. Its population is overwhelmingly white (99.5 percent) and the small minority population (0.5 percent) is predominantly classified as Native American Indian. The distribution of family incomes closely parallels that of the state; in fact, there is less than a \$100 difference between the median family income of Winnebago County residents and that of the state in general. Winnebago County is largely dependent on its manufacturing industries for employment. Over thirty-six percent of the residents of Winnebago County as well as many of the residents of surrounding counties are employed in the industrial complex of the Fox River Valley. These industries are concentrated for the most part in the cities of Oshkosh, Neenah, and Menasha where over 70 percent of the county's residents make their homes. The two largest industries, Kimberly Clark Corporation and American Can Company (both of Neenah, Wisconsin) employed approximately 6,000 workers in 1970.

There are numerous opportunities for post-secondary education in and around Winnebago County. The University of Wisconsin maintains a 4-year campus as well as some opportunities for graduate work at Oshkosh. Oshkosh is also the home of one of the campuses of Fox Valley Technical Institute. The other campus is in nearby Appleton, just across the northern border of Winnebago County. Three private colleges are also located in close proximity to Winnebago County. These are Ripon College in Ripon, Lawrence College in Appleton, and Marian College in Fond du Lac. Both the Wisconsin State Employment Service and the Division of Vocational Rehabilitation maintain offices in Oshkosh as well.

School enrollment figures. Winnebago County had an estimated school dropout rate of 4.6 percent in 1971 (State Plan for Vocational Education in Wisconsin). Enrollments in the two publicly-supported post-secondary institutions in Winnebago County increased during 1974 as follows:

	<u>1974 Enrollment</u>	<u>Percent Change</u>
U.W. Oshkosh	10,666	+ 2.4
Fox Valley Technical Institute	3,700	+10.0

Labor force composition. In 1970, women comprised 37 percent of the labor force in Winnebago County. The following tables depict the distribution of the 50,685 persons employed in Winnebago County in 1970 by type of industry in which they were employed and occupational classification:

Table A-5

Industry of Employed Workers in Winnebago County

Agriculture, forestry, and fisheries	4%
Mining	-
Construction	4%
Manufacturing	36%
Transportation, communication and utilities	4%
Wholesale trade	3%
Retail trade	14%
Finance, insurance, real estate	3%
Services	26%
Government	3%

Table A-6

Occupation of Employed Workers in Winnebago County

Professional, technical and kindred	14%
Managers and administrators, excluding farm	7%
Sales workers	6%
Clerical and kindred workers	17%
Craftsmen, foremen, and kindred	14%
Operatives, excluding transportation	17%
Transportation equipment operatives	3%
Laborers, except farm	4%
Farmers and farm managers	2%
Farm laborers and farm foremen	1%
Service	14%
Private household workers	1%

Social service agencies. Approximately three percent of the population of Winnebago County was receiving public assistance in 1970.

The Oshkosh office of the Wisconsin State Job Service (formerly the Employment Service) recorded 6,162 available applicants in the first half of fiscal year 1975. Nineteen percent of these applicants were placed in jobs, 8 percent received counseling services, two percent were tested, and two percent were enrolled in a training program. The data regarding the provision of services to the various applicant groups (see Table A-7) suggest that in terms of auxiliary services, the Oshkosh Job Service office is slightly more responsive to the needs of those with less than high school completion than the offices in the other two counties. Of those with eleven years or less of education, 13 percent received counseling services and five percent were enrolled in training programs. Furthermore, this group constituted 59 percent of all training program enrollments.

The following table presents the breakdown of placements for the Oshkosh office by occupational code:

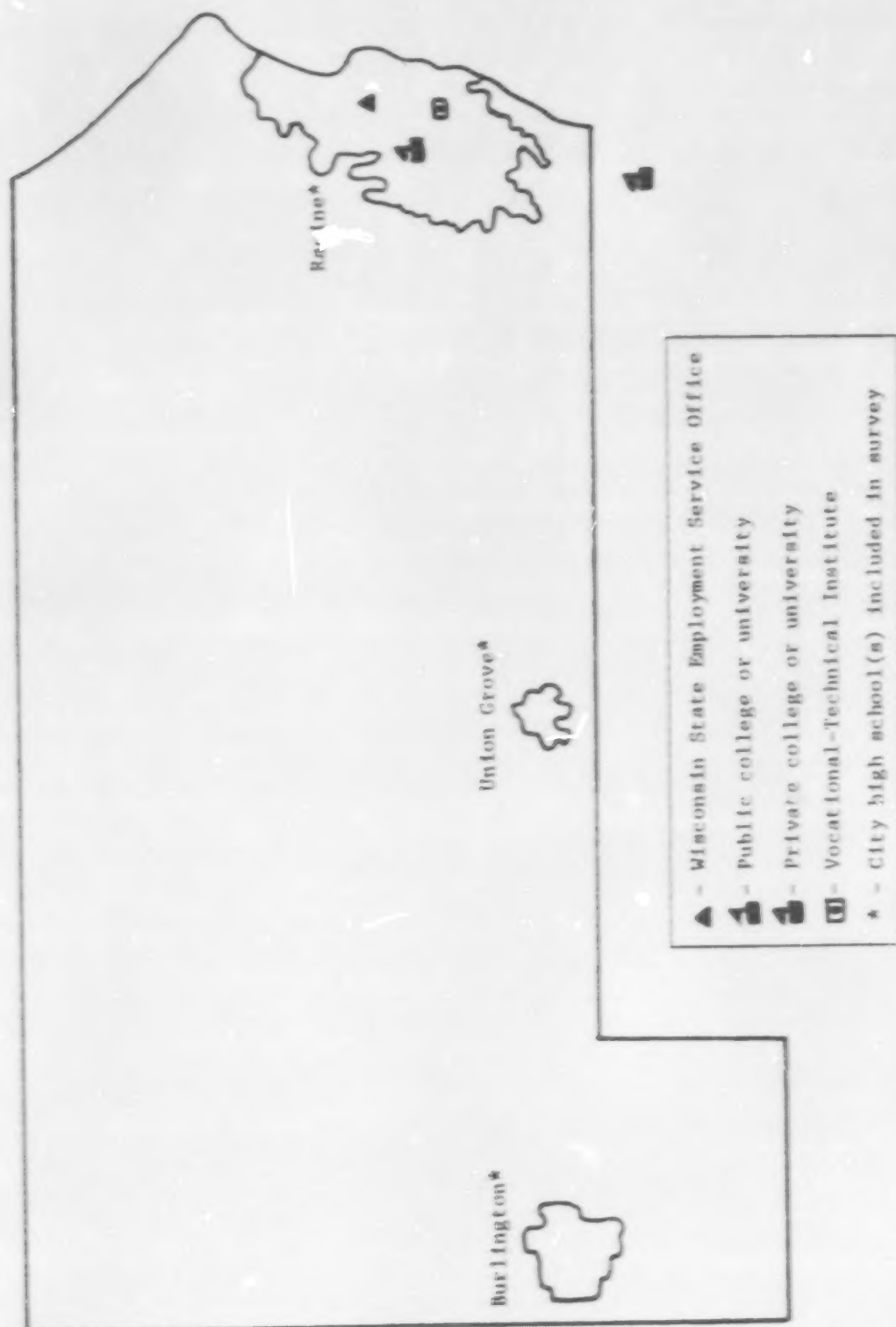
Table A-8

DISTRIBUTION OF PLACEMENTS IN THE OSHKOSH JOB SERVICE OFFICE
BY OCCUPATIONAL CODE (1ST HALF FY75)

Occupational Code	% of total placements	Occupational Code	% of total placements
Professional & technical	6.6	Processing	7.1
Clerical	18.0	Machine trades	7.0
Sales	4.2	Bench work	7.4
Domestic	2.0	Structural	7.1
Other service	20.4	Motor, freight & transp.	4.2
Farm, fish, & forestry	2.9	Packing material handling	12.7

Source: Bureau of Manpower Utilization, Employment Security Division,
Department of Industry, Labor, and Human Relations

The Division of Vocational Rehabilitation provided services to 1,313 residents of Winnebago County in fiscal year 1974. This would represent approximately one percent of the residents of this county. A breakdown of the cases on record by disability, race, and sex is available on page A-17.

RACINE COUNTY

Racine County

1970 Population	170,838	Percent nonwhite population - 6.0
Males	83,510	Net migration 1960-1970 - 8,537 in
Females	87,328	Median family income 1969 - \$10,968

County description. Racine County, in southeastern Wisconsin, lies between the two large urban centers of Milwaukee and Chicago. Racine County is one of the most industrialized and urbanized counties in Wisconsin--the population density in Racine at 507 persons per square mile is over six times greater than the state average. The city of Racine contains over 55 percent of the county's total population. Racine County is also the home county for 8 percent of the black population in Wisconsin. Only Milwaukee County with 83 percent of the black population has a larger concentration of this minority group.

Post-secondary educational opportunities are available in Racine County and the surrounding area. The University of Wisconsin operates a 4-year campus just south of the city of Racine. There are also University of Wisconsin campuses in nearby Milwaukee and Waukesha counties. Racine County residents also have several private colleges within easy commuting distance. Aside from the many colleges in Milwaukee, there is Carthage College in Kenosha. Gateway Technical Institute also maintains a campus in Racine. Public service agencies are easily accessible to the residents of Racine County, with both the Wisconsin State Employment Service and the Division of Vocational Rehabilitation having local offices in Racine.

School enrollment figures. Racine County had an estimated school dropout rate of 4.3 percent (State Plan for Vocational Education in Wisconsin, 1972) in 1971. Enrollments in the two publicly-supported post-secondary educational institutions showed gains in the last year as follows:

	<u>1974 Enrollment</u>	<u>Percent Change</u>
U.W. Parkside	5,260	+8.3
Gateway Technical Institute	4,175	+4.0

Labor force composition. In 1970, women composed 36 percent of the labor force in Racine County. The following census data depicts the distribution of the 65,098 persons employed in Racine County in 1970 by type of industry in which they were employed and their occupational area:

Table A-9

Industry of Employed Workers in Racine County

Agriculture, forestry and fisheries	2%
Mining	-
Construction	4%
Manufacturing	44%
Transportation, communications and utilities	6%
Wholesale trade	4%
Retail trade	14%
Finance, insurance, real estate	2%
Services	22%
Government	3%

Table A-10

Occupation of Employed Workers in Racine County

Professional, technical and kindred	14%
Managers and administrators, excluding farms	7%
Sales workers	6%
Clerical and kindred workers	16%
Craftsmen, foremen, and kindred	16%
Operatives, excluding transportation	19%
Transportation equipment operatives	4%
Laborers, except farm	4%
Farmers and farm managers	1%
Farm laborers and farm foremen	0%
Service workers, excluding private household	12%
Private household workers	1%

Social service agencies. Financially, Racine County demonstrates an abundance of people at both extremes. Not only did more families (58 percent) in Racine County in 1969 report incomes over \$10,000 as compared to the state average (51 percent), but also Racine County reported six percent of its population as receiving public assistance in 1970 when the state average was just four percent.

The Wisconsin State Job Service (formerly the Wisconsin State Employment Service) operates a local office in the City of Racine. The placements made through this office during the first half of fiscal year 1975 suggest that a wide variety of occupational opportunities are available to users of this service. (Table A-11)

Table A-11

DISTRIBUTION OF PLACEMENTS IN THE RACINE JOB SERVICE OFFICE
BY OCCUPATIONAL CODE (1ST HALF FY75)

Occupational Code	% of total placements	Occupational Code	% of total placements
Professional & technical	4.8	Processing	8.1
Clerical	20.3	Machine trades	14.8
Sales	4.3	Bench work	9.9
Domestic	1.8	Structural	7.7
Other service	11.4	Motor, freight, transp.	3.5
Farm, fish, & forestry	1.7	Packing, material handling	11.2

Source: Bureau of Manpower Utilization, Employment Security Division,
Department of Industry, Labor, and Human Relations

This occupational distribution appears to reflect the employment opportunities in Racine County with the exception of placements in professional and technical level occupations.

A breakdown of the various services available to different applicant groups was also provided by the Job Service and is presented in Table A-12. Of those applicants available during the first half of fiscal year 1975:

20% were placed	5% were tested
7% received counseling services	2% were enrolled in training programs

Table A-12

SERVICES PROVIDED TO SPECIAL APPLICANTS AT THE RACINE JOB SERVICE OFFICE
DURING THE FIRST HALF OF FISCAL YEAR 1973

Services	Male	Female	Poor*	Applicant Groups			Minority Group Member	Total
				Under 22	Grade 11 or Below	High School		
Applicants available	3932	2875	1289	2729	2680	2796	1857	6807
% of total applicants	58%	42%	19%	40%	39%	41%	27%	100%
Applicants placed	737	641	350	634	528	589	520	1378
% of applicant group placed	19%	22%	27%	23%	20%	21%	28%	20%
% of total placements	53%	47%	25%	46%	38%	43%	38%	100%
Applicants counseled	296	169	131	219	209	195	199	465
% of applicant group counseled	8%	6%	10%	8%	8%	7%	11%	7%
% of total counseled	66%	36%	28%	47%	45%	42%	43%	100%
Applicants tested	153	211	36	158	59	224	72	364
% of applicant group tested	4%	7%	3%	6%	2%	8%	4%	5%
% of total tested	42%	58%	10%	43%	16%	62%	20%	100%
Applicants enrolled in training	69	38	36	45	37	55	47	107
% of applicant group in training	2%	1%	3%	2%	1%	2%	3%	2%
% of total in training	64%	36%	34%	42%	35%	51%	44%	100%

Source: Bureau of Manpower Utilization, Employment Security Division, Department of Industry, Labor and Human Relations

The most noteworthy figures concerning the Job Service's activities in Racine County are those for minority group members. Although nonwhites constitute only six percent of the population of Racine County, they constitute 27 percent of the Job Service applicants. They also constitute 38 percent of the placements made, 44 percent of all those enrolled in further training, and 43 percent of all the counseling cases.

The Division of Vocational Rehabilitation offers services to the residents of Racine County at its two offices in the city of Racine. Based on 1970 population figures, it can be estimated that approximately 16 of every 1000 residents of Racine County were recorded as clients of DVR in fiscal year 1974. An examination of the DVR cases for Racine County by race (Table A-14) suggest that, as in the case of the Job Service, there is a disproportionate representation of nonwhites. In other words, both the Job Service and DVR appear to be more frequently used as resources by nonwhites than whites in Racine County. (For a further breakdown of DVR cases in Racine County, see Table A-13.)

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Table A-13

FISCAL YEAR 1974
CASES ON RECORD BY DISABILITY
RACINE, GRANT AND WINNEBAGO COUNTIES ONLY
WISCONSIN DVR

Disability	Racine	Grant	Winnebago
TOTAL	2787	316	1316
Blind	31	13	41
Visually Impaired	49	3	24
Deaf	55	2	17
Hard of Hearing	28	1	19
Amp. and Orth.	512	85	311
Mentally Ill	597	33	272
Alcoholism	143	11	67
Drug Addiction	44	--	14
Public Offenders	289	16	107
Other Behavioral Disorders	127	1	65
Mentally Retarded	374	51	118
Epilepsy	25	7	18
Heart Disease	130	36	54
Digestive Disorders	13	4	15
Speech Impairments	19	4	7
All Other	351	49	167

Source: State of Wisconsin, Division of Vocational Rehabilitation,
One West Wilson St., Madison, Wisconsin

Table A-14

FISCAL YEAR 1974
CASES ON RECORD BY RACE AND SEX
RACINE, GRANT AND WINNEBAGO COUNTIES ONLY
WISCONSIN DVR

County	Grand Total	Race									
		White		Negro		Indian		Other		Not Available	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Racine	2788	1012	610	350	233	3	1	64	27	279	209
Grant	316	146	67	--	--	1	-	--	--	63	39
Winnebago	1313	642	354	15	1	7	1	1	2	189	101

Source: State of Wisconsin, Division of Vocational Rehabilitation, One West Wilson St., Madison, Wisconsin

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION

APPENDIX B

A-19

UNIVERSITY OF WISCONSIN-MADISON, 321 EDUCATION BUILDING, 1000 BASCOM MALL, MADISON, WISCONSIN 53706 TEL: 608-263-7696

October 14, 1974

Dear Former Student:

The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison is interested in what's happened to you and your classmates since you have left high school. In particular, we're interested in the help students receive with finding jobs, planning their careers, and enrolling in schools. Because of this, we need some information and opinions from you about:

- (a) the kinds of help you received;
- (b) how this help could have been improved;
- (c) who helped you; and
- (d) what problems you encountered in trying to find a job or enroll in a school.

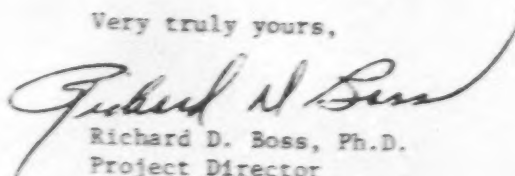
We realize that many of you have had difficulty getting the help you want. That is why your honest opinion is so important to us in our attempt to improve the services high school students receive.

Although your name was given to us by your high school, your answers will be held in confidence. The information you give us will be used for research purposes only.

Please return the completed questionnaire in the enclosed envelope. Your cooperation with this study is greatly appreciated.

Thank you again.

Very truly yours,



Richard D. Boss, Ph.D.
Project Director

SK:sbh

Figures are presented as
percents of total responses
(N = 597)

**COORDINATED COMPREHENSIVE PLACEMENT SYSTEM
SURVEY OF FORMER HIGH SCHOOL STUDENTS**

Computer I.D. _____

Please check (✓) the responses which best fit your situation:

- Name of high school: Winnebago - 27% Racine - 52% Grant - 21%
- How can your racial background best be described?
☒ 95 white ☐ 1 black ☐ 1 Spanish-speaking ☒ 3 Native American ☐ 0 Oriental ☐ 0 Other (which?)
- Age: ☒ 83 less than 20 years old ☐ 17 20-29 years old
- Marital status: ☒ 88 single ☐ 12 married
- Sex: ☒ 47 male ☐ 52 female
- What is the highest grade or year you completed in school? (Circle one.)

High School			Post-High School	
11	12	C.B.D.	13	14
1	53	1	39	5
- When you were a student in high school, what was your overall grade average?
☒ 58 Grades A or A--above average ☐ 41 Grade C--average ☐ 1 Grades D or F--below average
- Did you have a part-time job while attending high school? ☒ 79 yes ☐ 21 no
 If yes, which of the following? (Check those which apply.)
☒ 11 occasional jobs, like mowing lawns, etc. ☐ 50 steady job, after school
☐ 8 during the school day (work-study) ☒ 30 summer job
☒ 12 cooperative work-experience as part of school program
- Some Wisconsin high schools offer twelfth grade specialized trade or occupational preparation courses for direct entry into a job. Did you take such a course? ☒ 9 yes ☒ 78 no ☐ 12 unknown
 If yes, name the course title: No course - 90% office occupations - 5%
- Right now--this week, are you: ☒ 44 enrolled in school full-time ☐ 48 not in school
☒ 7 enrolled in school part-time
- If you are in school full or part-time, what type of school are you enrolled in?
☒ 30 University of Wisconsin system ☐ 0 high school
☐ 6 private university or college ☐ 0 employer school
☐ 2 private vocational school ☐ 0 apprenticeship
☒ 12 Vocational, Technical and Adult Education school
☐ 0 other (specify) _____

IF YOU HAVE WANTED TO ENROLL IN A SCHOOL OR TRAINING PROGRAM OR ARE PRESENTLY ENROLLED IN SUCH A PROGRAM, ANSWER THE FOLLOWING TWO QUESTIONS. IF NOT, GO TO QUESTION 14.

17. Please indicate how much the following people or agencies helped you in your educational planning.
Educational planning only.

HELP WITH PLANNING FOR COLLEGE OR TRAINING AFTER HIGH SCHOOL	Quite A Lot	Some Help	No Help	I had no contact with this person	Unscored
a. high school counselor	12	38	13	4	33
b. high school teacher	8	24	26	8	34
c. high school placement officer	*	4	15	44	37
d. Wisconsin State Employment Service	1	4	13	47	35
e. private employment agency	1	1	10	53	35
f. Division of Vocational Rehabilitation	*	1	8	55	36
g. professional associations and trade unions	1	3	9	51	36
h. family members	26	31	7	3	33
i. other relatives or friends	12	34	13	7	34
j. someone attending school there	7	23	16	19	35
k. previous or current employer	3	7	30	25	35
l. college recruiter	3	8	14	39	36
m. military service recruiter	1	2	15	46	36
n. a clergyman	2	4	18	40	36

* Less than 2%

Did anyone else help you in educational planning? Comment: _____

Figures are presented as
percents of total responses
(N = 597)

13. There are often roadblocks to suitable educational placement especially for young people. As a recent high school student, have you experienced any of the following problems?

ROADBLOCKS TO COLLEGE OR TRAINING ONLY	I have experienced this problem		Unscored
	Yes	No	
a. I didn't know if I could meet the school or training qualifications	20	48	32
b. I didn't know what schools or training programs I would like	42	26	32
c. I had problems with school or training applications, entrance exams or interviews	8	59	33
d. I didn't know where to apply for school or training programs	13	54	33
e. I would have had to move to attend a school or training program	14	53	33
f. I didn't have transportation to the school or training program	7	60	33
g. I wasn't accepted to enter a school or training program	3	63	34
h. The school or training program was no longer accepting applications	4	62	34
i. I didn't meet the educational requirements to enter the school or training program	3	63	34
j. My family didn't want me to enter the school or training program	5	62	33
k. I wasn't accepted into a school or training program because of my race	0	67	33
l. I wasn't accepted into a school or training program because of my sex	0	67	33
m. I wasn't accepted into a school or training program because I have a handicap	1	6	33
n. After seeing the school or training program, I decided I just didn't like it	9	58	33
o. I couldn't afford to enter the program or school	19	48	33
p. I didn't have a high school diploma	1	65	34
q. I couldn't enroll in the school or training program because I couldn't find anyone to care for my children	*	65	35

Did you have any other problems with enrolling in school? Comment:

* Less than 2%

NOW WE WANT TO GET SOME INFORMATION ABOUT YOUR JOB PLACEMENT

14. Which of the following best describes your present occupational situation?
- | | |
|---|--|
| <u>2</u> a full time homemaker | <u>11</u> unemployed, but seeking work |
| <u>2</u> in the military | <u>13</u> unemployed, not seeking work |
| <u>0</u> voluntary work | |
| <u>42</u> working full-time (working 35 or more hours per week) | |
| <u>26</u> working part-time (working less than 35 hours per week) | |

15. How did you get your first job after high school?

See Appendix Table B-1, page A-47

See Appendix Table B-2,
page A-47

16. Who told you that this job was available? (person's relationship to you)
17. If someone didn't tell you it was available, how did you find out about it?
18. Do you believe you should be taught, in high school, job-finding skills and how to get along on the job?
- 84 yes 11 no
19. Do you believe the high school should make sure you are placed into a job or further training?
- 36 yes 58 no

Figures are presented as
percentages of total responses
(N=597)

IF YOU HAVE LOOKED FOR A JOB SINCE COMPLETING HIGH SCHOOL, OR ARE PRESENTLY WORKING, PLEASE ANSWER THE FOLLOWING TWO QUESTIONS. IF NOT, GO TO QUESTION 22.

20. Please indicate how much the following people or agencies helped you in your job or occupational planning.

JOB PLACEMENT HELP ONLY				I had no contact with this person	Unscored
	Quite A Lot	Some Help	No Help		
a. high school counselor	3	14	39	24	20
b. high school teacher	7	12	38	23	20
c. high school placement officer	1	2	28	49	20
d. Wisconsin State Employment Service	4	10	24	42	20
e. private employment agency	2	1	22	55	20
f. Division of Vocational Rehabilitation	0	1	21	58	20
g. professional association or trade union	2	2	22	54	20
h. family members	20	35	15	11	19
i. other relatives or friends	17	31	18	14	20
j. someone working in that job	17	21	18	24	20
k. previous or current employer	6	8	35	31	20
l. college recruiter	1	1	24	54	20
m. military service recruiter	1	1	22	56	20
n. a clergyman	0	1	26	52	21

Did anyone else help you in occupational planning? Comment:

21. There are often roadblocks to suitable job placement especially for young people. As a recent high school student, have you experienced any of the following problems?

ROADBLOCKS TO JOB PLACEMENT ONLY	I have experienced this problem		Unscored
	yes	no	
a. I didn't know what types of jobs I could do	42	40	18
b. I didn't know what types of job I'd like to do	53	29	18
c. I had problems with job applications and interviews	13	68	19
d. I didn't know where to look for work	35	45	20
e. I would have had to move to find a job and I didn't want to	7	74	19
f. I didn't have transportation to the job	15	66	19
g. I wasn't qualified for the job	25	55	20
h. The job didn't pay enough	35	45	20
i. The employer wanted someone experienced	40	40	20
j. I was too young for the job	18	63	19
k. My family didn't want me to take the job	7	74	19
l. They wouldn't hire me because of my race	1	80	19
m. They wouldn't hire me because of my sex	2	79	19
n. They wouldn't hire me because I'm handicapped	1	80	19
o. I didn't like the employer's attitude	13	68	19
p. I was told my dress and appearance was inappropriate	4	76	20
q. I think my hair cut or beard was the problem, but nothing was said about it	7	74	19
r. There were no openings in the jobs I've been trained for	10	71	19
s. I didn't have a high school diploma	1	79	20
t. I couldn't take the job because I couldn't find anyone to care for my children	*	77	23

Did you have any other problems in finding or getting a job? Comment:

* Less than 2%

Figures are presented as
percents of total responses
(N = 597)

SEE BACK OF PAGE FOR
ONE MORE QUESTION

NOTICE: READ CAREFULLY

22. Below is a list of placement services or activities which you may have participated in or used in planning and achieving your occupational goals. Please tell us:

- (1) whether you participated in or received this service (check the yes or no column) and
- (2) after you have completed that part, please go over the items again and tell us (regardless of whether or not you received this service) how important you feel it is in occupational planning and placement.

(Answer this in terms of your occupational goals even though you may have chosen to continue your education before taking a full-time job.)

Yes	No	Placement Service or Activity	How important is this service to occupational planning & placement?		
			Very Important	Somewhat Important	Not Important
		<u>In high school or since, did you participate in:</u>			
77	20	a. Aptitude tests?	26	56	15
72	24	b. Achievement tests?	27	54	16
40	54	c. Personality evaluations?	31	43	19
30	66	d. Job tryouts or work experiences?	53	33	10
28	68	e. Job interest inventories?	39	42	14
		<u>In high school or since, did you participate in or use:</u>			
65	33	f. Written materials about occupations or training programs (such as school catalogs, Occupational Outlook Handbook)?	51	38	6
47	51	g. Career days, job fairs?	30	47	17
28	69	h. Courses on occupations?	46	41	7
30	67	i. Field trips to schools and employment agencies?	36	42	15
9	87	j. Employment Service job bank?	23	50	18
40	56	k. Information about job openings?	62	27	6
40	56	l. Career information from courses you took?	47	39	8
		<u>In high school or since, did you get help with:</u>			
52	45	m. Exploring and evaluating further educational goals?	57	32	6
37	60	n. Exploring and evaluating employment goals?	54	33	6
29	68	o. Resolving personal problems relating to further education or work plans?	56	31	7
73	24	p. Talking to parents about job or school plans?	56	34	6
		<u>In high school or since, did you receive:</u>			
30	67	q. Training for interviewing or applying for a job?	55	32	8
24	73	r. Training in how to get along on the job?	52	33	9
36	60	s. Training for a specific occupation?	60	29	5
39	59	t. Assistance in making application to college or training programs?	50	38	6
		<u>In high school or since, has anyone assisted you:</u>			
42	55	u. In locating a specific job?	50	38	7
30	67	v. By encouraging an employer to hire you?	30	42	22
18	79	w. By working out special arrangements by explaining your special needs to an employer?	28	47	19
		<u>In high school or since, has anyone contacted you:</u>			
7	90	x. To discuss problems about your job?	38	40	16
17	81	y. To determine your satisfaction with the school program?	44	37	13

The above question is extremely important to us. Please check that you have answered both parts of it.

Please give us some suggestions for improving the job placement or educational placement of students:

Figures are presented as
percentages of total responses
(N=597)

A-24

December 2, 1974

Dear Vocational-Technical School Student:

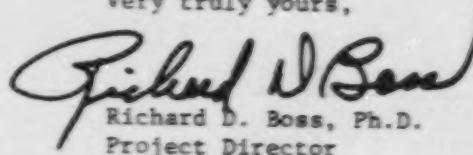
The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison is interested in what services you and your classmates have received. In particular, we're interested in the help students receive with finding jobs, planning their careers, and enrolling in schools. Because of this, we need some information and opinions from you about:

- (a) the kinds of help you receive;
- (b) how this help could be improved;
- (c) who helps you; and
- (d) what problems you may encounter in trying to find a job or enroll in a school.

We realize that many of you have difficulty getting the help you want. That is why your honest opinion is so important to us in our attempt to improve the services vocational students receive. Your answers will be held in confidence and the information you give us will be used for research purposes only.

Your cooperation with this study is greatly appreciated. Thank you again.

Very truly yours,


Richard D. Boss, Ph.D.
Project Director

RDB:sbh

Figures are presented as
percents of total responses
(N = 907)

A-25

Questionnaire I.D. _____
Computer I.D. _____

Please check (✓) the responses which best fit your situation:

- HELP WITH PLANNING FOR COLLEGE OR TRAINING

Did anyone else help you in educational planning? (Write any comments for this question on the back of the last page.)

14. There are often roadblocks to suitable educational placement. Have you experienced any of the following problems?

ROADBLOCKS TO COLLEGE OR TRAINING ONLY	I have experienced this problem		Unscored
	yes	no	
a. I didn't know if I could meet the school or training qualifications	30	65	5
b. I didn't know what schools or training programs I would like	52	42	6
c. I had problems with school or training applications, entrance exam\ or interviews	9	85	6
d. I didn't know where to apply for school or training programs	13	80	7
e. I would have had to move to attend a school or training program	16	76	8
f. I didn't have transportation to the school or training program	12	81	7
g. I wasn't accepted to enter a school or training program	4	89	7
h. The school or training program was no longer accepting applications	5	86	9
i. I didn't meet the educational requirements to enter the school or training program	4	88	8
j. My family didn't want me to enter the school or training program	3	90	7
k. I wasn't accepted into a school or training program because of my race	*	92	8
l. I wasn't accepted into a school or training program because of my sex	*	92	8
m. I wasn't accepted into a school or training program because I have a handicap	1	92	7
n. After seeing the school or training program, I decided I just didn't like it	8	84	8
o. I couldn't afford to enter the program or school	16	77	7
p. I didn't have a high school diploma	6	87	7
q. I couldn't enroll in the school or training program because I couldn't find anyone to care for my children	4	84	12

Did you have any other problems with enrolling in school? Comment:

* Less than 2%

NOW WE WANT TO GET SOME INFORMATION ABOUT YOUR JOB PLACEMENT

15. Which of the following best describes your present occupational situation?

8 a full time homemaker	19 unemployed, but seeking work
0 in the military	18 unemployed, not seeking work
1 voluntary work	
19 working full-time (working 35 or more hours per week)	
33 working part-time (working less than 35 hours per week)	

16. How did you get your first job after leaving high school?

See Appendix Table B-3, page A-48

17. Who told you that this job was available? (person's relationship to you.)

See Appendix Table B-4, page A-48

18. If someone didn't tell you it was available, how did you find out about it?

See Appendix Table B-5, page A-49

Figures are presented as
percentages of total responses
(N=907)

19. Do you believe you should be taught, in high school, job-finding skills and how to get along on the job?
91 yes 8 no
20. Do you believe the high school should make sure you are placed into a job or further training?
40 yes 58 no
21. Please indicate how much help the following people or agencies have been to you in your present or past job and occupational planning.

JOB PLACEMENT HELP ONLY				I had no contact with this person	Unscored
	Quite A lot	Some Help	No Help		
a. high school counselor	6	17	44	25	8
b. high school teacher	5	15	46	26	8
c. high school placement officer	1	3	37	51	8
d. vocational-technical school counselor	5	14	31	43	7
e. vocational-technical school teacher	4	9	35	44	8
f. vocational-technical school placement officer	2	5	30	55	8
g. Wisconsin State Employment Service	3	11	30	49	7
h. private employment agency	1	2	30	58	9
i. Division of Vocational Rehabilitation	2	1	29	60	8
j. professional association or trade union	1	3	29	57	10
k. family members	23	34	22	13	8
l. other relatives or friends	15	34	26	18	7
m. someone working in that job	14	24	26	28	8
n. previous or current employer	5	12	37	37	9
o. college recruiter	*	1	30	60	9
p. military service recruiter	*	2	30	59	9
q. a clergyman	*	1	33	57	9

Did anyone else help you in occupational planning? Comment: (If additional space is needed, write on the back of the last page.)

22. There are often roadblocks to suitable job placement. As a vocational-technical school student, do you anticipate that any of these will be problems for you in finding a job in the future?

	I anticipate that this will be a future problem		Unscored
	yes	no	
a. I won't know what types of jobs I can do	18	77	5
b. I won't know what types of jobs I'd like to do	31	61	6
c. I will have problems with job applications and interviews	16	79	6
d. I won't know where to look for work	27	67	6
e. I will have to move to find a job and I won't want to	14	80	6
f. I won't have transportation to a job	17	82	6
g. I might not be qualified for the job	26	68	6
h. The job won't pay enough	36	58	6
i. The employer will want someone experienced	33	42	6
j. I might be too young for the job	18	76	5
k. My family won't want me to take the job	3	90	6
l. Employers won't hire me because of my race	3	91	6
m. Employers won't hire me because of my sex	4	90	6
n. Employers won't hire me because I'm handicapped	4	89	6
o. I won't like the employer's attitude	13	80	7
p. My dress and appearance might be inappropriate	12	82	7
q. My hair cut or beard might be a problem	16	78	6
r. There may be no openings in the jobs I've been trained for	40	54	6
s. I won't have a high school diploma	4	90	6
t. I won't be able to take the job because I won't be able to find anyone to care for my children	3	85	12

Do you think you will have any other problems in finding or getting a job? Comment:

Figures are presented as
percentages of total responses
(N=907)

NOTICE: READ CAREFULLY

21. Below is a list of placement services or activities which you may have participated in or used in planning and achieving your occupational goals. Please tell us:

(1) whether you participated in or received this service (check the yes or no column) and

(2) after you have completed that part, please go over the items again and tell us (regardless of whether or not you received this service) how important you feel it is in occupational planning and placement.

(Answer this in terms of your occupational goals even though you may have chosen to continue your education before taking a full-time job.)

Yes	No	Placement Service or Activity	How important is this service to occupational planning & placement?		
			Very Important	Somewhat Important	Not Important
		<u>Have you ever participated in:</u>			
83	14	a. Aptitude tests?	32	52	12
74	22	b. Achievement tests?	30	51	22
51	44	c. Personality evaluations?	35	47	11
37	58	d. Job tryouts or work experiences?	50	34	8
28	67	e. Job interest inventories?	32	43	16
		<u>Have you ever participated in or used:</u>			
66	30	f. Written materials about occupations or training programs (such as school catalogs, Occupational Outlook Handbook)?	44	38	9
34	61	g. Career days, job fairs?	24	50	15
44	54	h. Courses on occupations?	41	40	10
36	58	i. Field trips to schools and employment agencies?	30	44	16
48	49	j. Employment Service job bank?	19	47	21
47	49	k. Information about job openings?	54	30	7
44	51	l. Career information from courses you took?	44	40	8
		<u>Have you ever gotten help with:</u>			
42	53	m. Exploring and evaluating further educational goals?	49	35	6
31	64	n. Exploring and evaluating employment goals?	50	33	7
30	65	o. Resolving personal problems relating to further education or work plans?	46	36	8
62	33	p. Talking to parents about job or school plans?	44	36	11
		<u>Have you ever received:</u>			
43	53	q. Training for interviewing or applying for a job?	58	28	6
37	58	r. Training in how to get along on the job?	58	26	8
61	33	s. Training for a specific occupation?	68	21	4
32	63	t. Assistance in making application to college or training programs?	40	42	9
		<u>Has anyone ever assisted you:</u>			
40	56	u. In locating a specific job?	47	35	9
31	64	v. By encouraging an employer to hire you?	25	41	23
17	78	w. By working out special arrangements by explaining your special needs to an employer?	27	42	20
		<u>Has anyone ever contacted you:</u>			
15	81	x. To discuss problems about your job?	43	37	11
23	72	y. To determine your satisfaction with the school program?	46	34	10

The above question is extremely important to us. Please check that you have answered both parts of it.

Please give us some suggestions for improving the job placement or educational placement of students:

Figures are presented as
percent of total responses
(N=907)

Dear Former Student:

Enclosed is the questionnaire we wrote to you about a few days ago. You will notice that we have asked you several questions about:

- (a) the kinds of help you received with educational and job planning;
- (b) how this help could have been improved;
- (c) who helped you; and
- (d) what problems you may have encountered in trying to find a job or enroll in school.

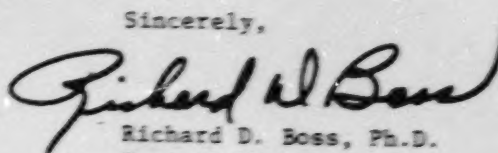
Your answers will, of course, be kept confidential and will be used for research purposes only.

The Fire House in Prairie du Sac, Wisconsin, has provided a packet of coffee for you to enjoy as you complete the questionnaire. Please answer all the questions, as this information is vital to this important research. A self-addressed stamped envelope is enclosed for your reply.

If for some reason you do not wish to participate, please return the blank questionnaire in the enclosed envelope so that we may send it to someone who may wish to participate.

The project staff is appreciative of the help you are giving us.

Sincerely,



Richard D. Boss, Ph.D.
Project Director

RDB:sbh

Enclosures

Figures are presented as
percentages of total responses
(N = 411)

COORDINATED COMPREHENSIVE PLACEMENT SYSTEM
SURVEY OF FORMER VOCATIONAL-TECHNICAL SCHOOL STUDENTS

Please check (✓) the response which best fits your situation.

- [illegible]

HELP WITH PLANNING FOR COLLEGE OR TRAINING				I had no contact with this person	Unscored
	Quite A Lot	Some Help	No Help		
a. high school counselor	14	41	19	20	6
b. high school teacher	7	32	34	20	7
c. high school placement officer	*	7	24	57	10
d. vocational-technical school counselor	9	29	18	36	8
e. vocational-technical school teacher	12	20	20	39	9
f. vocational-technical school placement officer	2	9	20	60	10
g. Wisconsin State Employment Service	2	7	27	54	9
h. private employment agency	*	3	23	65	10
i. Division of Vocational Rehabilitation	4	1	18	68	9
j. professional associations and trade unions	2	5	19	65	9
k. family members	17	42	21	13	9
l. other relatives or friends	12	38	25	16	7
m. someone attending school there	7	26	29	30	8
n. previous or current employer	3	14	41	33	8
o. college recruiter	*	3	30	57	9
p. military service recruiter	1	5	25	59	10
q. a clergyman	*	4	29	55	10
					12

Did anyone else help you in educational planning? (Write any comments for this question on the back of the last page.)

Figures are presented as
percents of total responses
(N=411)

14. There are often roadblocks to suitable educational placement. Have you experienced any of the following problems?

ROADBLOCKS TO <u>COLLEGE</u> OR <u>TRAINING</u> ONLY	I have experienced this problem		Unscored
	yes	no	
a. I didn't know if I could meet the school or training qualifications	26	70	4
b. I didn't know what schools or training programs I would like	50	46	4
c. I had problems with school or training applications, entrance exams or interviews	6	88	6
d. I didn't know where to apply for school or training programs	14	80	6
e. I would have had to move to attend a school or training program	17	78	5
f. I didn't have transportation to the school or training program	10	84	6
g. I wasn't accepted to enter a school or training program	2	93	5
h. The school or training program was no longer accepting applications	6	88	6
i. I didn't meet the educational requirements to enter the school or training program	4	91	5
j. My family didn't want me to enter the school or training program	7	88	5
k. I wasn't accepted into a school or training program because of my race	*	95	5
l. I wasn't accepted into a school or training program because of my sex	*	95	5
m. I wasn't accepted into a school or training program because I have a handicap	1	94	5
n. After seeing the school or training program, I decided I just didn't like it	9	85	6
o. I couldn't afford to enter the program or school	20	76	4
p. I didn't have a high school diploma	4	91	5
q. I couldn't enroll in the school or training program because I couldn't find someone to care for my children	3	90	7

Did you have any other problems with enrolling in school? Comment:

* Less than 2%

NOW WE WANT TO GET SOME INFORMATION ABOUT YOUR JOB PLACEMENT

15. Which of the following best describes your present occupational situation?
- 4 a full time homemaker 2 unemployed, but seeking work
 1 in the military 2 unemployed, not seeking work
 1 voluntary work
 74 working full-time (working 35 or more hours per week)
 10 working part-time (working less than 35 hours per week)

How did you get your first job after leaving vocational-technical school?

See Appendix Table B-6, page A-49

See Appendix Table B-7, page A-50

17. Who told you that this job was available? (person's relationship to you)
18. If someone didn't tell you it was available, how did you find out about it?

See Appendix Table B-8, page A-50

19. If you are employed full- or part-time, is the job (check one):

37 in the specific area you trained for?
 19 in an area related to your training?
 6 not in an area related to your training?
 If not, why not?
 6 no jobs available in that area
 1 was not qualified
 1 decided not to work in the area I trained for
 other

Figures are presented as
 percents of total responses
 (N=411)

16. Do you believe you should be taught, in high school, job-finding skills and how to get along on the job?
90 yes 8 no
17. Do you believe the high school should make sure you are placed into a job or further training?
33 yes 62 no
18. Please indicate how much help the following people or agencies helped you in your job or occupational planning.

HOW PLACEMENT HELP ONLY	Little A lot	Some help	No help	I had no contact with this person	Unscored
a. high school counselor	3	15	39	32	11
b. high school teacher	3	13	42	31	11
c. high school placement officer	1	2	35	49	13
d. vocational-technical school counselor	5	18	34	33	10
e. vocational-technical school teacher	13	20	29	28	10
f. vocational-technical school placement officer	3	10	31	44	12
g. Wisconsin State Employment Service	4	9	34	42	11
h. private employment agency	1	3	30	55	11
i. Division of Vocational Rehabilitation	2	2	26	59	11
j. professional association or trade union	2	4	26	55	13
k. family members	12	33	29	16	10
l. other relatives or friends	13	29	29	19	10
m. someone working in that job	11	18	31	30	10
n. previous or current employer	7	16	34	33	10
o. college recruiter	*	2	29	57	12
p. military service recruiter	*	2	29	57	12
q. a clergyman	*	3	33	52	12

Did anyone else help you in occupational planning? Comment: (If additional space is needed, write on the back of the last page.)

19. There are often roadblocks to suitable job placement. Since your training at vocational-technical school, have you experienced any of the following problems?

ROADBLOCKS TO JOB PLACEMENT ONLY	I have experienced this problem		Unscored
	yes	no	
a. I didn't know what types of jobs I could do	25	65	10
b. I didn't know what types of job I'd like to do	40	50	10
c. I had problems with job applications and interviews	12	78	10
d. I didn't know where to look for work	18	72	10
e. I would have had to move to find a job and I didn't want to	11	79	10
f. I didn't have transportation to the job	7	83	10
g. I wasn't qualified for the job	16	74	10
h. The job didn't pay enough	30	60	10
i. The employer wanted someone experienced	35	55	10
j. I was too young for the job	10	80	10
k. My family didn't want me to take the job	3	87	10
l. They wouldn't hire me because of my race	1	88	11
m. They wouldn't hire me because of my sex	2	88	10
n. They wouldn't hire me because I'm handicapped	2	88	10
o. I didn't like the employer's attitude	8	80	11
p. I was told my dress and appearance was inappropriate	2	87	11
q. I think my hair cut or beard was the problem, but nothing was said about it	6	83	11
r. There were no openings in the jobs I've been trained for	16	72	11
s. I didn't have a high school diploma	3	86	11
t. I couldn't take the job because I couldn't find anyone to care for my children	2	84	14

Did you have any other problems in finding or getting a job? Comment:

Figures are presented as
percentages of total responses
(N=411)

NOTICE: READ CAREFULLY

Below is a list of placement services or activities which you may have participated in or used in planning and achieving your occupational goals. Please tell us:

(1) whether you participated in or received this service (check the yes or no column) and

(2) after you have completed that part, please go over the items again and tell us (regardless of whether or not you received this service) how important you feel it is in occupational planning and placement.

Answer this in terms of your occupational goals even though you may have chosen to continue your education before taking a full-time job.)

Yes	No	Placement Service or Activity	How important is this service to occupational planning & placement?		
			Very Important	Somewhat Important	Not Important
<u>Have you ever participated in:</u>					
81	15	a. Aptitude tests?	35	49	10
72	24	b. Achievement tests?	34	49	11
58	38	c. Personality evaluations?	41	42	10
36	50	d. Job tryouts or work experiences?	53	31	8
26	68	e. Job interest inventories?	35	41	14
<u>Have you ever participated in or used:</u>					
65	32	f. Written materials about occupations or training programs (such as school catalogs, Occupational Outlook Handbooks)?	41	46	6
39	57	g. Career days, job fairs?	29	46	16
30	65	h. Courses on occupations?	42	40	8
35	61	i. Field trips to schools and employment agencies?	33	43	16
15	79	j. Employment Service job bank?	21	48	18
60	36	k. Information about job openings?	61	26	4
48	48	l. Career information from courses you took?	44	39	7
<u>Have you ever gotten help with:</u>					
34	62	m. Exploring and evaluating further educational goals?	51	35	5
32	64	n. Exploring and evaluating employment goals?	51	33	5
26	70	o. Resolving personal problems relating to further education or work plans?	49	32	7
53	42	p. Talking to parents about job or school plans?	37	42	11
<u>Have you ever received:</u>					
49	48	q. Training for interviewing or applying for a job?	60	25	5
40	56	r. Training in how to get along on the job?	57	30	5
73	23	s. Training for a specific occupation?	71	19	2
33	62	t. Assistance in making application to college or training programs?	39	44	8
<u>Has anyone ever assisted you:</u>					
44	52	u. In locating a specific job?	48	39	4
29	66	v. By encouraging an employer to hire you?	29	37	25
16	79	w. By working out special arrangements by explaining your special needs to an employer?	27	43	20
<u>Has anyone ever contacted you:</u>					
19	77	x. To discuss problems about your job?	49	34	9
41	55	y. To determine your satisfaction with the school program?	48	37	6

The above question is extremely important to us. Please check that you have answered both parts of it.

Please give us some suggestions for improving the job placement or educational placement of students:

Figures are presented as
percentages of total responses
(N=411)

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION

APPENDIX B

UNIVERSITY OF WISCONSIN-MADISON, 321 EDUCATION BUILDING, 1000 BASCOM MALL, MADISON, WISCONSIN 53706 TEL. 608-263-3696

A-34

December 2, 1974

Dear High School Senior:

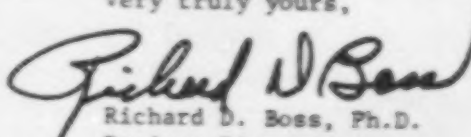
The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison is interested in what services you and your classmates have received. In particular, we're interested in the help students receive with finding jobs, planning their careers, and enrolling in schools. Because of this, we need some information and opinions from you about:

- (a) the kinds of help you receive;
- (b) how this help could be improved;
- (c) who helps you; and
- (d) what problems you may encounter in trying to find a job or enroll in a school.

We realize that many of you have difficulty getting the help you want. That is why your honest opinion is so important to us in our attempt to improve the services high school students receive. Your answers will be held in confidence and the information you give us will be used for research purposes only.

Your cooperation with this study is greatly appreciated. Thank you again.

Very truly yours,


Richard D. Boss, Ph.D.
Project Director

RDB:sbh

Figures are presented as
percents of total responses
(N = 825)

**COORDINATED COMPREHENSIVE PLACEMENT SYSTEM
SURVEY OF PRESENT HIGH SCHOOL STUDENTS**

Figures are presented as
percents of total responses
(N-825)

Please check (✓) the responses which best fit your situation:

1. Size of high school senior class: 161-74 1075-149 19150-249 20250-349 13350-449 22over 450
2. Name of high school: _____
3. How can your ethnic background best be described?
95 White 3 Black 1 Spanish-speaking origin 1 Native American (Indian) 0 Oriental
4. Age: 100 less than 20 years old 20-29 years old
5. Marital status: 98 single 1 married
6. Sex: 44 male 56 female
7. What is the highest grade or year you completed in school? (Circle one.)-- 9 10 11 12
8. What is your overall grade average?
59 Grades A or B--above average 19 Grade C--average 2 Grade D or below average
1 89 10
9. Have you had a part-time job while attending high school? 86 yes 14 no
If yes, which of the following? (Check those which apply).
16 occasional jobs, like mowing lawns, etc. 54 steady job, after school
6 during the school day (work-study) 34 summer job
10 cooperative work-experience as part of school program
10. Some Wisconsin high schools offer twelfth grade specialized trade or occupational preparation courses for direct entry into a job. Are you taking such a course? 11 yes 79 no unknown
If yes, name the course title: _____
11. Right now--this week, are you: 82 enrolled in school full-time
16 enrolled in school part-time
12. If you are in school full- or part-time, what type of school are you enrolled in:

☐ University of Wisconsin system ☐ private university or college ☐ private vocational school ☐ Vocational, Technical and Adult Education school ☐ other (specify) _____	97 high school ☐ employer school ☐ apprenticeship 3 - unscored
--	---

IF YOU ARE PLANNING TO ENROLL IN A SCHOOL OR TRAINING PROGRAM AFTER COMPLETING HIGH SCHOOL, ANSWER THE FOLLOWING TWO QUESTIONS. IF NOT, GO TO QUESTION 15.

13. Please indicate how much the following people or agencies have helped you in your educational planning.
Educational planning only.

HELP WITH PLANNING FOR COLLEGE OR - TRAINING AFTER HIGH SCHOOL	Quite A Lot	Some Help	No Help	I had no contact with this person	Unscored
a. high school counselor	19	42	8	7	24
b. high school teacher	7	38	21	10	24
c. high school placement officer	1	2	13	58	26
d. Wisconsin State Employment Service	*	2	11	60	27
e. private employment agency	*	2	11	61	26
f. Division of Vocational Rehabilitation	*	1	10	63	26
g. professional associations and trade unions	2	5	6	57	28
h. family members	34	36	4	2	24
i. other relatives or friends	17	42	10	5	26
j. someone attending school there	10	32	14	18	26
k. previous or current employer	4	11	28	30	27
l. college recruiter	4	16	12	41	27
m. military service recruiter	2	7	14	51	26
n. a clergyman	2	6	21	45	26

Has anyone else helped you in educational planning? Comment: (If additional space is needed, write on the back of the last page.)

NOTICE: READ CAREFULLY

IF YOU WANT TO ENROLL IN A SCHOOL OR TRAINING PROGRAM AFTER HIGH SCHOOL
ANSWER THE FOLLOWING QUESTION. IF NOT, GO TO QUESTION 15.

14. There are often roadblocks to suitable educational placement especially for young people. As a high school student, do you anticipate any of these to be problems in trying to enroll in college or further training?

ROADBLOCKS TO COLLEGE OR TRAINING ONLY	I anticipate that this will be a future problem		Unscored
	yes	no	
a. I won't know if I can meet the school or training qualifications	26	51	23
b. I won't know what schools or training programs I would like	38	38	24
c. I will have problems with school or training applications, entrance exams or interviews	23	53	24
d. I won't know where to apply for school or training programs	20	56	24
e. I will have to move to attend a school or training program	23	53	24
f. I won't have transportation to the school or training program	13	62	25
g. I won't be accepted to a school or training program	13	62	25
h. The school or training program will no longer accept applications	11	63	26
i. I won't be able to meet the educational requirements to enter the school or training program	11	64	25
j. My family won't want me to enter the school or training program	5	71	24
k. I won't be accepted into a school or training program because of my race	1	75	24
l. I won't be accepted into a school or training program because of my sex	2	74	24
m. I won't be accepted into a school or training program because I have a handicap	3	73	24
n. After seeing the school or training program, I will decide that I just don't like it	21	55	24
o. I won't be able to afford to enter the program or school	30	46	24
p. I won't have a high school diploma	3	72	25
q. I won't be able to enroll in the school or training program because I won't be able to find anyone to care for my children	2	71	27

Do you think you will have any other problems with enrolling in school? Comment:

15. Which of the following best describes your present occupational situation?

1 a full time homemaker
1 in the military
2 voluntary work
9 working full-time (working 35 or more hours per week)
49 working part-time (working less than 35 hours per week)
22 unemployed, but seeking work
12 unemployed, not seeking work
3.8 Unscored

16. Do you believe you should be taught in high school job-finding skills and how to get along on the job?

90 yes 9 no

17. Do you believe the high school should make sure you are placed into a job or further training?

32 yes 62 no

NOTICE: READ CAREFULLY

IF YOU WILL BE LOOKING FOR A JOB AFTER HIGH SCHOOL,
PLEASE ANSWER THE FOLLOWING QUESTIONS:

18. There are often roadblocks to suitable job placement especially for young people. As a high school student, do you anticipate that these will be problems for you in finding a job in the future?

	I anticipate that this will be a future problem		Unscored
	yes	no	
a. I won't know what types of jobs I can do	37	54	9
b. I won't know what types of jobs I'd like to do	42	50	8
c. I will have problems with job applications and interviews	19	72	9
d. I won't know where to look for work	39	52	9
e. I will have to move to find a job and I won't want to	12	79	9
f. I won't have transportation to a job	19	72	9
g. I might not be qualified for the job	44	47	9
h. The job won't pay enough	44	46	10
i. The employer will want someone experienced	60	31	9
j. I might be too young for the job	34	57	9
k. My family won't want me to take the job	9	82	9
l. Employers won't hire me because of my race	2	89	9
m. Employers won't hire me because of my sex	7	84	9
n. Employers won't hire me because I'm handicapped	4	86	10
o. I won't like the employer's attitude	26	64	10
p. My dress and appearance might be inappropriate	14	77	9
q. My hair cut or beard might be a problem	16	75	9
r. There may be no openings in the jobs I've been trained for	51	39	10
s. I won't have a high school diploma	3	87	10
t. I won't be able to take the job because I won't be able to find anyone to care for my children	4	83	13

Do you think you will have any other problems in finding or getting a job? Comment:

19. Please indicate how much the following people or agencies have helped you in your job or occupational planning.

JOB PLACEMENT HELP ONLY	Quite A Lot	Some Help	No Help	I had no contact with this person	Unscored
a. high school counselor	9	31	33	19	8
b. high school teacher	8	26	29	19	8
c. high school placement officer	1	3	25	62	9
d. Wisconsin State Employment Service	1	5	21	64	9
e. private employment agency	1	4	20	66	9
f. Division of Vocational Rehabilitation	1	2	19	69	9
g. professional association or trade union	2	5	17	65	11
h. family members	29	45	12	6	8
i. other relatives or friends	20	42	18	10	10
j. someone working in that job	18	34	18	22	8
k. previous or current employer	7	15	33	36	9
l. college recruiter	1	7	23	59	10
m. military service recruiter	1	7	21	61	10
n. a clergyman	1	5	27	57	10

Has anyone else helped you in occupational planning? Comment:

Figures are presented as
percents of total responses
(N=825)

NOTICE: READ CAREFULLY

20. Below is a list of placement services or activities which you may have participated in or used in planning and achieving your occupational goals. Please tell us:

- (1) whether you participated in or received this service (check the yes or no column) and
(2) after you have completed that part, please go over the items again and tell us (regardless of whether or not you received this service) how important you feel it is in occupational planning and placement.

Answer this in terms of your occupational goals even though you may have chosen to continue your education before taking a full-time job.)

Yes	No	Placement Service or Activity	How important is this service to occupational planning & placement?			Unscored
			Very Important	Somewhat Important	Not Important	
		<u>Have you participated in:</u>				
69	29	a. Aptitude tests?	29	55	12	
69	29	b. Achievement tests?	28	57	12	
74	24	c. Personality evaluations?	30	48	17	
74	24	d. Job tryouts or work experiences?	48	38	8	
34	63	e. Job interest inventories?	28	51	16	
		<u>Have you participated in or used:</u>				
66	32	f. Written materials about occupations or training programs (such as school catalogs, Occupational Outlook Handbook)?	43	45	9	
43	54	g. Career days, job fairs?	28	51	16	
39	59	h. Courses on occupations?	43	45	8	
39	59	i. Field trips to schools and employment agencies?	31	51	14	
4	94	j. Employment Service job bank?	11	56	27	
46	52	k. Information about job openings?	48	40	8	
39	58	l. Career information from courses you took?	35	50	11	
		<u>Have you ever gotten help with:</u>				
54	43	m. Exploring and evaluating further educational goals?	53	36	6	
37	60	n. Exploring and evaluating employment goals?	49	39	7	
35	62	o. Resolving personal problems relating to further education or work plans?	46	37	12	
82	16	p. Talking to parents about job or school plans?	59	32	6	
		<u>Have you received:</u>				
34	64	q. Training for interviewing or applying for a job?	53	35	7	
27	71	r. Training in how to get along on the job?	50	37	9	
27	71	s. Training for a specific occupation?	57	32	6	
31	67	t. Assistance in making application to college or training programs?	46	40	8	
		<u>Has anyone assisted you:</u>				
42	56	u. In locating a specific job?	49	39	8	
30	68	v. By encouraging an employer to hire you?	27	46	23	
17	80	w. By working out special arrangements by explaining your special needs to an employer?	26	47	22	

The above question is extremely important to us. Please check that you have answered both parts of it.

Please give us some suggestions for improving the job placement or educational placement of students:

Figures are presented as
percents of total responses
(N=825)

COORDINATED COMPREHENSIVE PLACEMENT SYSTEM
SURVEY OF PLACEMENT SERVICE PROVIDERS
QUESTIONNAIRE

This study includes a survey of placement providers to determine what is available in the way of services to the user, namely students and adults. The provider of placement services has been defined as that person who works directly with the individual who needs the service. This could and often is a counselor, teacher, placement specialist, public or private agency person or even parents and friends. We have called all those who do some placement as a part of their job as formal placement officials and all others as informal.

Placement is being defined as the orderly process of transition from one educational or training activity to the next desired level of job preparation or procurement or other socially acceptable alternative.

Also, an assessment of the services or related activities utilized by the user will complete the research design. Hopefully, sufficient information can be obtained about the availability of placement services, what services are being utilized, and what is needed, to assist in the development of a model system that is comprehensive and manageable.

Further research with agency and institutional administrations will reveal commitment, competencies, and potential for implementation of the model.

Your name: _____

Employing agency or institution: _____

Your mailing address: _____

Your present job title: _____

Telephone number (home): _____

(work): _____

Research staff use only:

Questionnaire number: _____

Computer I.D. _____

County: _____

Type of provider: _____

Figures are presented as
percents of total responses
(N = 224)

DO NOT ANSWER FOR YOUR AGENCY, ANSWER ONLY FOR YOURSELF

1. Approximately, how many people did you place on jobs or into further training during the past year? _____
2. During the past year, approximately what percent of your placements into jobs or further training were:
 - a. ☐ less than 20 years of age ☐ 20-30 ☐ 31-45 ☐ over 45
 - b. ☐ male ☐ female
 - c. ☐ White ☐ Spanish-speaking ☐ Oriental
☐ Black ☐ Native American ☐ other
 - d. ☐ directly into employment
☐ referral to further education or training
☐ neither of these
 - e. In the following occupational categories:

GIVE APPROXIMATE PERCENTS ONLY

	Percent Total	Un- skilled	Semi- skilled	Skilled
Professional, technical, and managerial	☐	☐	☐	☐
Clerical and sales	☐	☐	☐	☐
Service occupations	☐	☐	☐	☐
Farming, fishing, forestry	☐	☐	☐	☐
Processing occupations	☐	☐	☐	☐
Machine trades	☐	☐	☐	☐
Bench work occupations	☐	☐	☐	☐
Structural occupations	☐	☐	☐	☐
Miscellaneous	☐	☐	☐	☐

3. Generally speaking, how would you rank the people you place by educational ability? (Percent in each level.)

On a job-- ☐ above average ability ☐ average ability ☐ below average ability	Into further training-- ☐ above average ability ☐ average ability ☐ below average ability
--	---
4. Do you believe that students who have worked part-time or had a work experience program while in school are easier to place--

On a job? ☐ yes ☐ no ☐ unknown	Into further training? ☐ yes ☐ no ☐ unknown
--	---
5. Do students and adults who have completed a high school or post-high school vocational course become easier to place--

On a job? ☐ yes ☐ no ☐ unknown	Into further training? ☐ yes ☐ no ☐ unknown
--	---

Figures are presented as
 percents of total responses
 (N=224)

6. Placement service providers many times find it difficult to place some people; on the other hand, others seem to be easy to place. In trying to find employment for students and adults, how often have you encountered the following problems? Check each item.

Roadblocks to Job Placement	This problem has occurred:				Unscored
	Often	Occasionally	Seldom	Never	
a. The student or adult didn't know what types of jobs he or she could perform	41	34	16	1	8
b. The student or adult didn't know what types of jobs he or she would like to perform	34	42	15	1	8
c. The student or adult had difficulty handling job applications & interviews	25	46	19	2	8
d. The student or adult had difficulty locating sources of job leads	35	38	16	3	8
e. The student or adult was unwilling to re-locate (i.e. unwillingness to go where the work is)	31	32	20	10	7
f. The student or adult was not able to arrange for transportation to the job	16	37	31	10	6
g. The student or adult wanted to do something for which he wasn't qualified	13	45	26	9	7
h. The student or adult demanded a higher salary than he was offered	8	39	34	11	8
i. The employer wanted someone with prior work experience	38	38	14	4	6
j. The employer wouldn't hire the student or adult because of his age	10	31	34	17	8
k. The student's or adult's family didn't want him (her) to take the job	1	23	46	21	9
l. The student or adult wasn't hired because of his or her sex	2	10	32	47	9
m. The student or adult wasn't hired because of his or her race	2	11	18	59	10
n. The student or adult wasn't hired because of a handicap	4	19	27	40	10
o. The student or adult did not like the employer's attitude	2	34	38	16	10
p. There was no reason given for not hiring the student or adult, however there is a strong chance it could have been for appearance (i.e. beard or clothing)	13	35	33	10	9
q. There were no openings in the jobs for which the student or adult had been trained	13	38	28	11	10
r. The student or adult didn't have a high school diploma	8	32	23	26	11
s. The student or adult couldn't find someone to care for his/her children	6	25	18	38	13

What other problems have you encountered in trying to place students? Comment:

7. Placement service providers have unique ways of getting things done. They often get help from a variety of sources. Some of these sources are nearly always helpful and others almost never. Please indicate how often you coordinate your activities with the following persons or agencies when providing occupational planning or placement services.

I coordinate my activities with:	Often	Sometimes	Rarely	Never	Unscored
a. high school counselors	16	24	17	17	26
b. high school teachers	11	20	19	24	26
c. high school placement officers	7	12	17	33	31
d. VTAE school counselors	17	21	12	25	25
e. VTAE school teachers	17	13	13	31	26
f. VTAE school placement officers	12	18	15	28	27
g. Wisconsin State Employment Service	26	21	13	14	26
h. private employment agencies	3	6	17	45	29
i. Division of Vocational Rehabilitation	7	24	15	27	27
j. professional associations and trade unions	5	17	26	24	28
k. family members	6	26	25	16	27
l. other relatives or friends	4	25	28	15	28
m. someone working on the job	18	33	16	8	25
n. previous or current employer	27	26	10	11	26

With whom else do you coordinate your occupational placement efforts?

8. Please circle the letter preceding the above agencies or persons that you believe are most helpful to students and adults in occupational planning and placement.

Figures are presented as
percents of total responses
(N=224)

9. Many times it becomes obvious to a placement provider that what the client really needs is further training in a specific occupational area. In trying to find education or training for students and adults, how often have you encountered the following problems?

Roadblocks to Educational Placement	This problem has occurred				
	Often	Sometimes	Seldom	Never	Unscored
a. The student or adult didn't know what types of school or training programs he/she could qualify to enter	44	33	9	2	12
b. The student or adult didn't know what types of school or training programs he/she would like to enter	44	34	6	3	13
c. The student or adult had difficulty handling the enrollment procedures	10	34	31	11	14
d. The student or adult had difficulty locating school or training programs	15	36	30	7	12
e. The student or adult was unwilling to relocate (i.e. unwillingness to go to where the school or training was)	12	38	22	13	15
f. The student or adult was not able to arrange for transportation to the school or training program	9	34	30	13	14
g. The student or adult wanted to enter a school or training program for which he/she wasn't qualified	9	39	31	8	13
h. The training program or school was too expensive	13	36	26	11	14
i. The school or training program was no longer accepting applications	13	29	23	21	14
j. The student or adult lacked the educational prerequisites	13	36	25	12	14
k. The student or adult's family did not want him/her to attend	1	14	40	29	16
l. The student or adult was refused admission because of race	1	1	6	77	15
m. The student or adult was refused admission because of sex	0	2	6	77	15
n. The student or adult was refused admission because of a handicap	2	4	14	65	15
o. The student or adult didn't like the training program or school	3	31	39	12	15
p. The student or adult did not have a high school diploma	7	22	23	33	15
q. The student or adult could not arrange for child care services	2	18	24	40	16

Figures are presented as
percents of total responses
(N=224)

10. Finding the right training program for a person requires some help from persons knowledgeable in the field. Some sources of help seem to be better than others. Please indicate how often you coordinate your activities with the following persons or agencies in the course of providing help with educational planning and placement to an individual student or adult.

I coordinate my activities with:	Often	Sometimes	Rarely	Never	Unscored
a. high school counselors	22	24	11	5	38
b. high school teachers	12	22	17	13	36
c. high school placement officers	11	9	16	24	40
d. VTAE school counselors	23	24	9	10	34
e. VTAE school teachers	13	18	13	18	38
f. VTAE school placement officers	12	18	11	22	37
g. other training or admissions officers	12	23	15	14	36
h. Wisconsin State Employment Service	20	14	14	15	37
i. private employment agencies	1	3	13	45	38
j. Division of Vocational Rehabilitation	8	25	12	18	37
k. professional associations or trade unions	4	15	19	25	37
l. family members	7	28	16	14	35
m. other relatives or friends	4	21	23	15	37
n. someone attending that school	6	29	16	11	38
o. previous or current employers	10	26	18	10	36
p. college recruiters	15	17	12	20	36
q. military service recruiters	11	16	17	20	36
r. clergymen	1	8	25	29	37

With whom else do you coordinate your educational placement efforts?

11. Please circle the letter preceding the above agencies or persons that are most helpful to students and adults in educational planning and placement.

Figures are presented as
percents of total responses
(N = 224)

12. Below is a list of placement services or activities which you may be providing students and adults in planning and achieving their occupational goals. Please tell us:

- (a) whether, generally speaking, you provide this service, and
 (b) regardless of whether or not you provide this service, how important you feel it is in occupational planning and placement.

(Answer this in terms of occupational goals even though you are also providing educational assistance. Further education or training in this context is viewed as a stepping stone to employment.)

ANSWER BOTH

Placement Service or Activity	Yes	No	How important is this service to occupational planning & placement?			
			Very Important	Somewhat Important	Not Important	Un-Scored
<u>Assessment and Appraisal</u> --Do you provide:						
a. aptitude tests?	57	33	38	45	5	12
b. achievement tests?	55	35	32	49	5	14
c. personality evaluations?	40	47	34	42	7	17
d. job tryouts or work experiences?	61	29	59	22	4	15
e. job interest inventories?	55	32	38	40	5	17
<u>Informational Services</u> --Do you provide:						
f. written materials about occupations or training programs? (e.g. school catalogs, Occupational Outlook Handbook)	81	12	57	29	2	12
g. career days, job fairs?	48	44	33	42	8	17
h. course(s) on occupations?	42	49	40	37	6	17
i. field trips to schools and employment agencies?	54	35	41	35	7	17
j. employment service job bank?	42	46	38	37	6	19
k. information about job openings?	84	8	76	14	0	10
l. information about occupations through normal course work?	72	19	60	25	2	13
<u>Counseling Services</u> --Do you provide:						
m. educational counseling?	74	17	70	17	0	13
n. occupational counseling?	79	13	78	10	*	12
o. personal-adjustment counseling?	65	25	63	20	1	16
p. parental counseling?	44	46	35	41	6	18
<u>Preparation for Placement</u> --Do you provide:						
q. training in job interviewing and applications?	71	21	70	19	*	11
r. training in appropriate job conduct?	70	22	70	19	*	10
s. training for a specific occupation?	51	41	66	17	2	15
t. assistance with applications to college or training programs?	68	24	51	31	3	15

Figures are presented as
 percents of total responses
 (N=224)

Continued

* Less than 2%

Placement Service or Activity	Yes	No	How important is this service to occupational planning & placement?			Un-Scored
			Very Important	Somewhat Important	Not Important	
<u>Referral Services</u> --Do you assist students and adults:						
u. by locating specific jobs?	80	14	64	25	*	10
v. by "selling" the person to an employer?	66	27	49	31	8	12
w. by explaining the person's special needs to an employer so that needed special arrangements can be made? . .	72	21	59	26	1	14
<u>Follow-Up Services</u> --Do you contact student/adults after placement:						
x. to determine their job satisfaction? .	66	27	59	25	2	14
y. to determine their satisfaction with the school or training program? . . .	65	27	61	20	2	17

* Less than 2%

13. In the course of a work day, what percent of your time do you personally spend in providing the above:

educational placement services?

13 0% 56 1-24% 13 25-49% 8 50-74% 4 75-100%

occupational placement services?

5 0% 54 1-24% 9 25-49% 13 50-74% 14 75-100%

14. Should the high school teach job-finding skills and appropriate job conduct?

86 yes 4 no 6 unknown

OR should this be something taught in the post-high school?

38 yes 27 no 7 unknown

Figures are presented as
percentages of total responses
(N = 224)

Table B-1

Responses to question 15 of former high school student questionnaire: How did you get your first job after high school?

<u>Response</u>	<u>Percent</u>
I got the job myself	5.9
It was offered to me	4.2
I applied for it, interviewed for it	35.3
From the newspaper want ads	1.8
Through a friend	9.4
Continued working at job held during high school or work experience	19.6
Through an employment service	3.7
Other	9.5
Unscored	10.6

Table B-2

Responses to question 16 of former high school student questionnaire: Who told you that this job was available?

<u>Response</u>	<u>Percent</u>
High school counselor	1.5
High school teacher	5.2
High school placement officer	0.5
Wisconsin State Employment Service (Job Service)	2.5
Private employment agency	0.3
Division of Vocational Rehabilitation	0.2
Professional association or trade union	0.0
Family members	17.9
Other relatives or friends	28.3
Someone working at that job	1.7
Previous or current employer	3.9
Military recruiter	1.0
A clergyman	0.0
Other	7.7
Unscored	29.3

Table B-3

Responses to question 16 of present vocational-technical school student questionnaire: How did you get your first job after leaving high school?

<u>Response</u>	<u>Percent</u>
I got the job myself	6.9
It was offered to me	2.6
I applied for it, interviewed for it	34.3
From the newspaper want ads	2.2
Through a friend	8.4
Continued working at job held during high school or work experience	15.8
Through an employment service	3.1
Other	15.0
Unscored	11.7

Table B-4

Responses to question 17 of present vocational-technical school student questionnaire: Who told you that this job was available?

<u>Response</u>	<u>Percent</u>
High school counselor	1.7
High school teacher	2.3
High school placement officer	1.2
Wisconsin State Employment Service (Job Service)	0.4
Private employment agency	0.2
Division of Vocational Rehabilitation	0.1
Professional association or trade union	0.4
Family member	16.8
Other relatives or friends	23.6
Someone working at that job	0.4
Previous or current employer	1.8
Military recruiter	2.0
A clergyman	0.2
Other	12.0
Unscored	36.8

Table B-5

Responses to question 18 of present vocational-technical school student questionnaire: If someone didn't tell you it was available, how did you find out about it?

<u>Response</u>	<u>Percent</u>
I found the job myself	6.2
It was offered to me	0.7
I applied for it, interviewed for it	8.5
From the newspaper want ads	12.7
Through a friend	1.0
Continued working at a previous job	0.1
Through an employment service	1.9
Other	2.8
Unscored	66.3

Table B-6

Responses to question 16 of former vocational-technical school student questionnaire: How did you get your first job after leaving vocational-technical school?

<u>Response</u>	<u>Percent</u>
I got the job myself	6.3
It was offered to me	2.2
I applied for it, interviewed for it	24.3
From a newspaper want ad	4.6
Through a friend	5.8
Continued working at job held during high school or work experience	25.3
Through an employment service	5.6
Other	10.9
Unscored	14.8

Table B-7

Responses to question 17 of former vocational-technical school student questionnaire: Who told you that this job was available?

<u>Response</u>	<u>Percent</u>
High school counselor	0.5
High school teacher	0.0
High school placement officer	0.2
Vocational-technical school counselor	0.7
Vocational-technical school teacher	5.8
Vocational-technical placement officer	2.4
Wisconsin State Employment Service (Job Service)	3.2
Private employment agency	1.0
Division of Vocational Rehabilitation	0.0
Professional association or trade union	0.0
Family members	6.1
Other relatives or friends	13.6
Someone working at that job	2.4
Previous or current employer	5.4
Military recruiter	0.2
A clergyman	0.2
Other	5.4
Unscored	52.8

Table B-8

Responses to question 18 of former vocational-technical school student questionnaire: If someone didn't tell you it was available, how did you find out about it?

<u>Response</u>	<u>Percent</u>
I found the job myself	4.4
It was offered to me	0.7
I applied for it, interviewed for it	8.8
From the newspaper want ads	12.7
Through a friend	0.7
Continued working at a previous job	1.2
Through an employment service	3.9
Other	4.4
Unscored	63.3

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL
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The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical and Adult Education within the School of Education in 1971. The function of the Center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, manpower training—to citizens of all ages in all communities of the State. The Center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the Center engages in studies beyond the boundaries of the State.

Merle Strong, Director
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